

SENATE MEETING AGENDA

TUESDAY, NOVEMBER 3, 2020



SENATE MEETING AGENDA

Tuesday, November 3, 2020

Via ZOOM Video Conference

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the November 3, 2020 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the October 6, 2020 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

Pages 1-10

Pages 11-16

Pages 17-19

8.2 **Communications Report**

8.3 Report of the Secretary

8.3.1 Membership Updates

Pages 20-77

8.4 Committee Reports

8.4.1 Report #F2020-2 of the Academic Standards Committee

(ASC): K. MacKay

Pages 20-22

- 8.4.1.1. Reduction in co-op work term requirements from four to three for the School of Occupational and Public Health – Occupational Health and Safety co-op program, and Public Health and Safety co-op program

Motion: *That Senate approve the reduction in co-op work term requirements from four to three for the School of Occupational and Public Health – Occupational Health and Safety co-op program, and Public Health and Safety co-op program.*

Pages 22-23

- 8.4.1.2. Removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP)

Motion: *That Senate approve the removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP).*

Pages 24-25

- 8.4.1.3. Admissions changes to the Disability Studies degree program

Motion: *That Senate approve the admissions changes to the Disability Studies degree program.*

Pages 25-28

- 8.4.1.4. Changes to the Minor in Disability Studies

Motion: *That Senate approve the changes to the Minor in Disability Studies.*

Pages 28-34

8.4.1.5. New Minor in Innovation and Zone Learning

Motion: *That Senate approve the new Minor in Innovation and Zone Learning.*

Pages 34-39

8.4.1.6. New Minor in Cyberstudies

Motion: *That Senate approve the new Minor in Cyberstudies.*

Page 39

8.4.1.7. Removal of the standing variation in the Urban and Regional Planning degree program

Motion: *That Senate approve the removal of the standing variation in the Urban and Regional Planning degree program.*

Pages 39-42

8.4.1.8. New Concentration in Video Game Design for the RTA Media Production degree program

Motion: *That Senate approve the new Concentration in Video Game Design for the RTA Media Production degree program.*

Pages 43-45

8.4.1.9. Reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Hospitality and Tourism Management degree program

Motion: *That Senate approve the reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Hospitality and Tourism Management degree program.*

Pages 45-49

8.4.1.10. Reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program

Motion: *That Senate approve the reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program.*

Pages 49-51

8.4.1.11. Eight new course proposals for addition to the Liberal Studies elective tables

Motion: *That Senate approve the eight new course proposals for addition to the Liberal Studies elective tables.*

Pages 51-62

8.4.1.12. Curriculum modifications to the Juris Doctor program

Motion: *That Senate approve the curriculum modifications to the Juris Doctor program.*

Pages 62-77

8.4.1.13. For information: 1-year follow up reports for Periodic Program Reviews: Architectural Science & Mathematics and Its Applications.

Pages 78-103

8.4.2 Report #F2020-2 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

8.4.2.1. Interim Provost's Update

Page 79

8.4.2.2. Retirement of Policy 156: Removal of Students from Field Placements/Practicums (K. MacKay)

Motion: *That Senate approve the retirement of Policy 156: Removal of Students from Field Placements/Practicums.*

Pages 80-103

8.4.2.3. Amendment to Policy 60: Academic Integrity – definition of advocate (K. MacKay)

Motion: *That Senate approve the amendment to Policy 60: Academic Integrity – definition of advocate.*

8.4.2.4. For information: Update on Open Electives (K. MacKay and C. Hack)

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9. Old Business
 10. New Business as Circulated
 11. Members' Business
 12. Consent Agenda
 13. Adjournment

SENATE MINUTES OF MEETING

Tuesday, October 6, 2020

Via Zoom Video Conference

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	H. Rollwagen	L. Armstrong
D. Cramb	S. Benvie	S. Sabatinos	C. Bannis
G. Craney	T. Burke	I. Sakinofsky	G. Carter
T. Duever	D. Checkland	D. Scofield	M. Hickie
C. Falzon	M. Dionne	J. Schmidt	F. L. Kakar
C. Hack	S. Farshadfar	N. Thomlinson	Y. Mistry
G. Hepburn	A. Ferworn	C. Thompson	K. Park
R. Iannacito-Provenzano	N. George	M. Vahabi	H. Ramzan
M. Lachemi	M. Green	A. Valeo	D. Salman
K. MacKay	E. Ignagni	I. Young	J. Sekhon
J. McMillen	L. Kolasa	H. Zarrin	S. Slonim
I. Mishkel	L. Lavallée		J. Spagnuolo
D. O'Neil Green	A. McWilliams		
C. Searcy	P. Moore		
C. Shepstone	J. Neil		
P. Sugiman	R. Noble		EX-OFFICIO STUDENTS:
D. Taras	D. Oguamanam		S. Satish
D. Young	N. Ponce de Leon		
S. Zolfaghari	R. Ravindran		
SENATE ASSOCIATES:			ALUMNI:
A. M. Brinsmead			N. Di Cuia
J. Dallaire			S. Rattan
R. Kucheran			
N. Ponce de Leon Elphick			
REGRETS:		ABSENT:	
D. Brown		G. Bramesfeld	
N. Chen		L. Escandon	
S. Liss		S. Maitman-Markowski	
J. Rodriguez		T. Schneider	
J. Saber			

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the October 6, 2020 meeting.*

A. McWilliams moved; D. Taras seconded

Motions Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the June 2, 2020 meeting.*

T. Duever moved; G. Hepburn seconded

Motion Approved.

6. Matters Arising from the Minutes

7. Correspondence - None

8. Reports

8.1 Report of the President

8.1.1 President's Update

The President Reported:

- 1) Welcome to the first meeting of Senate 2020-2021.
- 2) Proud of how our community has come together to respond to the pandemic with resilience, determination and commitment to the advancement of our great institution. Recognize that this success is the result of much hard work, sacrifice, and was not accomplished without its challenges. Thank each of you for stepping up and working together to make sure that the important work of our university continues. Want to highlight the work of the SPC and other committees for all of the work over the summer.

3) Welcome to:

Roberta Iannacito-Provenzano, our new Vice-Provost, Faculty Affairs. She joined us on August 1 from York University where she served as associate dean of faculty affairs in the Faculty of Liberal Arts & Professional Studies.

Tony Staffieri, our new Board of Governors Chair, former Vice-Chair of the Board.

4) Winter Term:

- The Winter 2021 semester will largely remain unchanged. The majority of course offerings will be offered virtually, with few in-person, on-campus activities as permitted by government guidelines.
- As next semester will be the final semester for some of our students, I know many of you are paying particular attention to providing safe access to campus for labs and other physical resources needed by these students in order to fulfil their requirements to graduate.
- As always, the health and safety of the entire community remains our top priority. We will continue to monitor the situation and follow the advice of government and public health agencies.

5) NSERC Alliance Grants:

Congratulations to the Ryerson research teams who have received NSERC Alliance COVID-19 Grants. There were 22 Ryerson projects in total which received the grants enabling researchers to develop innovative solutions to urgent issues associated with the pandemic. There is an error in the written report on the number of researchers, the correct number of projects having received the grant so far is 22.

6) Enrolment Update:

- Early data indicate that enrolment is on track to meet or exceed targets. September undergraduate enrolments at the start of classes are above target for international and domestic students.
- Fall enrolment at the Chang School has also increased and is higher than what we saw in Fall 2019.
- Students may still drop courses or withdraw without financial penalty, so enrolment numbers may change. We will have final numbers in early November.

7) Strategic Mandate Agreement 3 Update:

- Reached an agreement with the Province on the next 5-year Strategic Mandate Agreement (SMA).
- In March, the Ministry provided a 6-month pause in discussions to evaluate the challenges of COVID-19.
- In August 2020, the Ministry committed to delay the activation of the performance framework until at least 2022-23. This means that Ryerson's budget will not be affected until at least 2023-24 given the slip-year nature of the agreement.

- Data will still be collected and reported and new metrics will be introduced on the original schedule.
- We will continue to evaluate the effects of COVID-19 with the Ministry as part of our annual review to determine when funding will be linked to SMA metrics.

8) Navitas Update:

- Following Senate's approval of Navitas in the Spring, the agreement was approved by the Board.
- Over the summer, many members of the Ryerson community have been working with Navitas on the implementation of what will be called Ryerson University International College or RUIC. RUIC is on target to bring in their first class, virtually, in January 2021.
- The Deans from the Faculty of Arts and the Ted Rogers School of Management have been working with their Associate Deans, Chairs and Directors to identify the first courses to be offered.
- We have also formalized the Academic Advisory Group that will be co-chaired by the Vice Provost, Academic, and will meet for the first-time mid-Fall. I expect the first report back to Senate to occur before the end of the year.
- We have also been challenged by the Minister to take a leadership role in helping the Province recover from COVID-19. Building on our strong relationship with Algoma University, we have agreed to expand RUIC's footprint by 20% and create additional pathways for up to 100 students. The project, which will be fully funded by Navitas, will provide students who are unable to meet the GPA to attend a Ryerson program, a second chance to attend a range of programs at Algoma. We do not anticipate that this additional project will affect our planned enrolment targets from RUIC.

9) Brampton Update:

- Over the past several years, we have built a strong relationship with the City of Brampton, and we continue to work collaboratively on a variety of joint initiatives, projects, and innovative ventures.
- While we remain an urban university that is fundamentally rooted in downtown Toronto, our experience working with cities to solve relevant problems remains in demand both provincially and nationally.
- Last year, we formally established the **Rogers Cybersecure Catalyst** – a not-for-profit joint project in the City of Brampton and supported by Rogers Communications, RBC and the Federal Government. In a few short months, it has established itself as a National force to help Canadians and Canadian companies seize the opportunities and tackle the challenges of cybersecurity.
- Recently, we launched the **Ryerson Venture Zone in Brampton**. Funded through a \$5 M grant by the City of Brampton, this new Zone aims to enhance the city's social and economic vitality by supporting the growth of new business, creating high-skilled jobs, building a talent pipeline, and solidifying Brampton's standing as a global hub of innovation.

- Last year, the **Chang School** began programming in the City of Brampton and we continue to discuss the possibility of further academic programming. Over the past few months, our discussions internally and with Brampton have pivoted towards opportunities in innovative **health programming, health education and health initiatives**. This aligns well with Ryerson's strengths and expertise, along with both the City of Brampton and Ontario's priorities and commitments.
- We are exploring two potential pilot projects – one focused on the expansion of the well-received **Internationally Trained Medical Doctors** program in Brampton and the second builds on the work of TRSM professor Aziz Guergachi which will focus on **improving outcomes for patients with diabetes** and will engage local physicians, community centres and the general public.
- We continue to explore additional possibilities to expand academic partnerships with the City and I will report back to Senate as this develops.
- In a recent meeting with the Mayor of Brampton, he expressed excitement from the City about the possibility of developing a new School of Medicine in Osler Hospital founded on Ryerson's values of Equity, Diversity and Inclusion and offering a new approach that is needed by the health care sector. This is just the beginning of this journey with many opportunities for all of us to discuss what the new School will look like and its impacts on Ryerson.

10) **Two Task Forces Update:**

The **External Expert Panel Task Force** is assisting the university on developing a new approach to enhancing the safety and security on campus. The five members on the expert panel, chaired by Justice Harry LaForme, have met with the Executive Group and have toured the campus. They are now working on their follow-up plans

The **Egerton Ryerson Task Force** will engage the community in consultations regarding Egerton Ryerson's legacy and our university's relationship with his past. Denise O'Neil Green and Steven Liss are the executive co-leads of the task force. We are finalizing the taskforce membership and will share that with the community very soon.

11) **Strategic Vision:**

Pleased to share that the Ryerson Strategic Vision 2030 is complete and we are preparing a community launch of the plan in the next few weeks. The strategic vision is a result of an extensive integrated planning process that we undertook over the past year. It is a foundational document for Ryerson, informed by community consultations and aligned with our other key strategic plans. I believe it is a Vision to inspire Ryerson's transformative journey to 2030. I look forward to sharing it with you shortly.

8.2 **Communications Report** – Included in the Agenda

8.3 Report of the Secretary

8.3.1 Committee Updates

The Secretary of Senate confirmed that all vacant Student Senator positions have been filled on Standing Committees and are posted on the Senate website.

8.4 Committee Reports

8.4.1 Report #F2020-1 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Addition of a new standing variation for all undergraduate Engineering programs in the Faculty of Engineering and Architectural Science

Motion: *That Senate approve the addition of a new standing variation for all undergraduate Engineering programs in the Faculty of Engineering and Architectural Science.*

K. MacKay moved; T. Duever seconded

Q: Regarding the relationship between the proposed policy and the existing practice that all students in engineering programs must complete all of the courses that are a part of the first year common engineering program. Has anyone looked at whether the students that are not being identified by the individual programs as struggling and which go on to have many F's on their transcripts in the upper years of the program, are more likely to be students that required multiple attempts to complete their first year courses, but then were not identified by the regular academic standing policies because even though they may have struggled with foundational knowledge their CGPAs were based upon the best grades from the multiple attempts to complete first year courses? If there is a link, has any consideration been given to stopping the practice of having students' academic home cease to be the First Year and Common Engineering Office at the end of their first two terms and having their academic advising be transferred to the individual departments?

A: Liping Fang responded that the current practice is that students who complete the core courses move forward to upper years. If on probation, a contract would be made but if clear standing, the student cannot be held back. If taking first year courses, a student is supported by the first year office but for example, we had a student who it took 5.5 years to see that there was a problem. First term 2.0 GPA, second term 3.01, third term was low – 3 courses F but was still clear standing on CGPA. Another term was also 3 F's but the student remained in clear standing for 5.5 years despite numerous F's on their transcript. We want to be able to help student's earlier.

Q: The data that was provided shows that according to the new system, it results in a considerable increase in probationary students from 120 to 420, so my question is two-fold. Is there any thoughts as to how we deal with this administratively, which will create additional workload for staff and academic advisors; and also, is there a plan to put resources to do anything differently from current practices?

A: Liping Fang responded that his Faculty is committed to providing resources to assist students and ease the workload for staff and faculty.

Q: Are any of these core courses?

A: Yes, most of them are core courses.

Motion Approved.

8.4.1.2. Universities of Canada-Egypt curriculum proposal – Faculty of Engineering and Architectural Science – Mechanical Engineering

Motion: *That Senate approve the Universities of Canada-Egypt curriculum proposal – Faculty of Engineering and Architectural Science – Mechanical Engineering.*

K. MacKay moved; T. Duever seconded

Motion Approved.

8.4.1.3. Introduction of optional undergraduate co-op programs in the Faculty of Arts, commencing with English, History, Sociology, and Politics and Governance

Motion: *That Senate approve the introduction of optional undergraduate co-op programs in the Faculty of Arts, commencing with English, History, Sociology, and Politics and Governance.*

K. MacKay moved; A. McWilliams seconded

Motion Approved.

8.4.1.4. Revisions to the work term schedule in the School of Business Management – Marketing Management Co-op program

Motion: *That Senate approve revisions to the work term schedule in the School of Business Management – Marketing Management co-op program.*

K. MacKay moved; N. Di Cuia seconded

Motion Approved.

8.4.1.5. Reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Business Management (all majors) degree program.

Motion: *That Senate approve the reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Business Management (all majors) degree program.*

K. MacKay moved; S. Satish seconded

Motion Approved.

8.4.1.6. For information: Change in administrative home for the new Professional Music Program, from Creative Industries to the RTA School of Media.

8.4.2 Report #F2020-1 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari**8.4.2.1. Interim Provost's Update****1) Faculty Initiatives**

- Ryerson's Faculties have developed several innovative initiatives to enhance the online learning experience for the Fall and Winter semesters
 - For example, the Faculty of Science, working alongside an **Augmented Reality** company, has developed a series of labs for science courses. The Ryerson Augmented Learning Experience will give 5,000 students in the FOS access to an augmented reality enhanced learning experience, which re-imagines a virtual lab. Virtual labs will include real-time collaborative Zoom sessions with lab technicians that allow students to project into their home the lab materials required for each experiment.
- Two new doctoral programs will launch in the coming year -- the PhD in Management starts this Fall, and the PhD in Urban Health is planned for launch in 2021. These are the first PhD programs in their respective faculties (TRSM and FCS).

2) Faculty/Instructor Supports

- The **Centre for Excellence in Learning and Teaching** provided leadership in the emergency move to remote teaching in the winter 2020 semester and with extensive consultation, resources, workshops, and support leading up to the remote Fall semester.
 - Over the Spring and Summer, over 40 faculty workshops on remote teaching were presented, and 65 resources and videos are available on their Remote Teaching webpage.
 - The Remote Teaching webpage was adapted from their Continuity of Teaching webpage and is intended to help faculty and instructors with the process of adapting existing in-person courses for remote delivery as efficiently and effectively as possible.
- The **Keep Teaching Task Force (KTT)**, which was established in March to support faculty and instructors in creating alternative forms of course and exam delivery during the pandemic, has expanded their mandate into the Fall semester. They have continued to provide resources and consolidate information to distribute to faculty and instructors.

3) Academic Plan Priorities on Track

- **Student Experience:** We took care to ensure that our students were able to complete their Winter 2020 term and, thanks to preparation over the Summer, have begun a high quality, engaging Fall 2020 educational and authentically Ryerson experience.
- **SRC and Graduate Studies:** A total of 47 projects across medical, social and public policy focused themes, COVID-19 research; including the Ryerson projects, are being supported by \$27 million in funding. In addition, Ryerson researchers are developing a computer simulation to help hospitals manage staff workloads and care levels, including the creation of a tool that predicts how different severities of the COVID-19 outbreak and associated safety procedures can impact hospital workforces.

- **Advancing Indigenous Initiatives:** We welcomed **16 Indigenous faculty members** over the last two academic hiring cycles, which is instrumental in finding meaningful ways to embed Indigenous thinking, ideas and experiences into our curriculum.
 - The annual Pow Wow ceremony happened in September and was accompanied by a week-long series of virtual educational events and workshops for the community.
- 4) **New Appointments**
- Last year, Ryerson approved **99 new tenure-stream positions** and has completed the **hiring of 71 tenure-stream faculty members** - 57 joined Ryerson this September and the remainder will begin their roles during the next academic year, which is remarkable given the context of COVID-19.
 - Of the faculty we hired from August 2019 to August 2020, 48% identified as women; 43% identified as racialized; 10% identified as Aboriginal Peoples; 6% identified as persons with disabilities; 10% identified as 2SLGBTQ+; and 9% identified as Black.
- 5) **Updates on Appointment of Academic Administrators (AAA) Processes**
- Review and search processes are underway for the dean, Faculty of Arts and the dean, Faculty of Community Services. The Composition of both committees will be shared with the community in the near future.

8.4.2.2. Revised Chemical Engineering Department Council Bylaws

Motion: *That Senate approve the revised Chemical Engineering Department Council Bylaws.*

S. Zolfaghari moved; R. Ravindran seconded

Motion Approved.

8.4.3 Report #F2020-1 of the Senate Priorities Committee (SPC): M. Lachemi

8.4.3.1. Endorse the action taken on July 22, 2020 by the Senate Priorities Committee (SPC) acting on behalf of Senate, to amend Policy 48 by adding new phrasing to item #1 and item #3, and to approve a variation to Policy 48 as permitted by clauses 1 and 3 to permit SSH102 to run up to a 16- week format in the Fall 2020 term commencing prior to Labour Day.

Motion #1: *That Senate approve the amendment to Policy 48 by adding new phrasing to item #1 and item #3.*

A. McWilliams moved; D. Checkland seconded

Motion Approved.

Motion #2: *That Senate approve a variation to Policy 48 as permitted by clauses 1 and 3 to permit SSH102 to run up to a 16-week format in Fall 2020 term commencing prior to Labour Day.*

A. McWilliams moved; S. Zolfaghari seconded

D. Checkland clarified that this item was introduced by the Dean, Faculty of Arts to enable students to adjust to the online format. The Registrar very strongly reminded SPC that this is an exception and is not easily generalized because it needs to be done manually. All requests for such variations must go through the Registrar.

Motion Approved.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business - None

12. Consent Agenda – None

President Lachemi informed Senators that the opening of the Faculty of Law was a huge success and he would like to congratulate Dean Young, the faculty and staff for doing an excellent job.

He also offered condolences (on behalf of Senators and the University) to Stephen Liss on the sudden passing of his wife.

13. Adjournment

The meeting adjourned at 6:12 p.m.

Ryerson University President's Update to Senate November 3, 2020



CONGRATULATIONS

Andrew Cividino (Image Arts '06) has won an Emmy Award for Outstanding Directing for a Comedy Series for "Happy Ending," the final episode of *Schitt's Creek*.

A team led by Ryerson professors *Dustin Little* (Chemistry and Biology) and *Scott Tsai* (Mechanical and Industrial Engineering) along with incoming professor *Darius Rackus* (who will join Chemistry and Biology in January 2021) has been awarded a grant of \$235,800 by Canada's COVID-19 Immunity Task Force (CITF) to develop an inexpensive, portable, and rapid test for COVID-19 immunity. The device they are developing is designed to detect small concentrations of antibodies and thus minimize false negatives. The project is one of 22 across the country to be funded by the CITF.

PARTNERSHIPS

FACEMASKS FOR STUDENTS – Ryerson has partnered with Toronto company TakeCare to supply reusable masks free of charge to students on campus. The masks, made from triple-layered cotton and with pockets for filters, have been made available from the SLC and MAC, as well as at students' places of learning. The initiative has been organized by the Office of the Vice-Provost, Students to help support student wellbeing and to comply with Ryerson's new Face Mask Policy, which states that staff, faculty, students, contractors, and visitors (with some exceptions including those with medical conditions) must cover their faces in enclosed spaces that are open to the public—except when receiving services or engaging in fitness or athletic activities.

CYBERSECURITY AND THE ONTARIO GOVERNMENT – Rogers Cybersecure Catalyst is partnering with the Ontario government on conferences, workshops, and cybersecurity training for the public sector. On October 1, Cyber Catalyst delivered the first of these conferences, "Keeping Pace: Cyber Security in Ontario's Public Sector." It created the platform, developed the theme, organized the agenda and speakers, and supported the registrations for this virtual event attended by 800 members of the public sector. In addition, Cyber Catalyst has delivered, and is continuing to develop, training modules for tech leaders across the public sector, helping organizations advance their cybersecurity skillset and strategies. These modules are available on the website www.cybersecurityontario.ca.

EVENTS AND INITIATIVES

BASECAMP – The DMZ's student incubation program Basecamp ran virtually over eight weeks this summer, with 41 high school and university students participating, drawn from a record number of applicants. The students represented 26 company teams from as far afield as Egypt, Syria, and Japan; teams from Canada had their fees waived due to COVID-19. Teams were paired with mentors and taught skills such as concept testing, leadership, and public speaking while learning how to bring a product from

the prototype stage to the market. Three companies were selected as grand prize winners: ConchShell (which is developing a bracelet that translates American Sign Language into spoken language), A Friendlier Company (which is developing a way to supply and clean reusable takeout containers for food service providers), and Project Lightbulb (which is developing virtual science education). Each took home \$5,000 in business grant money and an accounting package from Logan Katz LLP worth up to \$13,000.

INNOVATION PODCAST – Ryerson’s Office of University Advancement and Alumni Relations has created a new podcast series dedicated to exploring the university’s innovation, research, and collaboration. Hosted by journalism instructor Amanda Cupido (Journalism ’12), *The Forefront* looks at how Ryerson researchers and leaders are tackling difficult and urgent questions. Podcasts so far have addressed ageing in Canada (with Michael Nicin, executive director of Ryerson’s National Institute on Ageing), diversifying cybersecurity (with Charles Finlay, executive director of Rogers Cybersecure Catalyst), and The Future of Work (with Pedro Barata, executive director of the Future Skills Centre). Episodes also include interviews with a diverse group of Ryerson graduates, who share their informed perspectives on the subjects.

IMMIGRANT TOOLKIT – The Ryerson initiative Cities of Migration, part of Ryerson’s Canada Excellence Research Chair in Migration & Integration, has launched the Immigrant Futures Project, which provides a toolkit for helping small, medium-sized, and regional communities in Canada to attract and retain immigrants. Resources include guides for city leaders to target the right data for understanding sources of growth, to map and engage with community assets, and to devise strategic plans for immigration growth. The project has been developed with support from Immigration, Refugees and Citizenship Canada (IRCC) and in partnership with the City of Moncton as well as economic development organizations in Halifax, Hamilton, and Leeds Grenville, ON.

CITY BUILDING RYERSON – On September 15, the Office of the Vice-President, Research & Innovation announced the establishment of City Building Ryerson, a university-wide “collaboratory” for research, learning, and engagement. The initiative is designed to foster partnerships with industry, stakeholders, and government and to strengthen interdisciplinary collaboration across Ryerson, while furthering the university’s role in the building of sustainable, inclusive, resilient communities and cities. Its interim academic director is Pamela Robinson, who is also director of the School of Urban and Regional Planning, and its executive director is Cherise Burda, who was formerly executive director of the initiative’s precursor, the City Building Institute. City Building Ryerson’s first set of events is the “COVID in Focus” webinar series, which launched on September 24; moderated by Prof. Robinson, it features presentations by Ryerson researchers on urban public health issues related to the pandemic.

BLACK STUDENT, STAFF, AND FACULTY SUPPORT – On September 16 and 17, respectively, the Black Faculty and Staff Community Network and the Black Students Support Group held their first meetings of the academic year. Both groups have relaunched virtually to build community and to create online safe spaces for Black-identified people at Ryerson to discuss issues such as those that were brought up in the Anti-Black Racism Campus Climate Review Report. The Black Students Support Group is hosted by Student Life and Campus Engagement, and it operates in collaboration with the Tri-Mentoring Program. At its Thursday online meetings, students discuss topics including anti-black racism, discrimination, and police brutality. The Black Faculty and Staff Community Network is co-chaired by Nikki Waheed,

manager of experiential learning at the Centre for Excellence in Learning and Teaching, and Amiga Taylor Wheatle, program administrator in the Faculty of Law. Its monthly meetings are aimed at identifying, challenging, and discussing “issues of inequity and injustice”; supporting the recruitment and achievement of Black students; and strengthening relationships between, and promoting the professional development and career advancement of, Black faculty and staff.

RYERSON IMAGE CENTRE – On September 16, the Ryerson Image Centre opened its doors for the first time in six months, showcasing the work of three photographers who recently have received significant awards. *Scotiabank Photography Award: Stephen Waddell* showcases the work of the Vancouver-based artist who won the 2019 edition of the peer-nominated and peer-reviewed \$50,000 prize. It features his photographs of urban scenes and also caves and grottoes, along with a newly created video of Super 8 films showing anonymous figures being followed through streets. *Horse Day* by Mohamed Bourouissa features photos of young Black horsemen in Philadelphia with whom the Paris-based photographer collaborated for eight months, shooting them while they prepared for a riding competition and pageant. In September 2020, Bourouissa won the £30,000 Deutsche Börse Photography Foundation Prize. *Front & Back* by Ethan Murphy (Photography Studies '19), winner of a 2019 New Generation Photography Award from the Canadian Photography Institute, features degraded prints of family photographs Murphy recovered from his childhood home; they now mix family memories with washed-out abstraction.

RYERSON AWARDS NIGHT – On September 17, Ryerson Awards Night took place, uniquely, in the afternoon as a virtual event on Zoom. Originally scheduled for March 30, the event honoured recipients of Teaching and Education Awards; Scholarly, Research, and Creative Activity Awards; and Service and Leadership Awards. All recipients were celebrated with video galleries illustrating the work the individuals and teams have done to further Ryerson’s commitments and advance our values. The event was hosted by Marilou Cruz, the Chang School marketing and communications manager; and Tony Conte, executive director of the Office of Administration and Operations. It was followed by a reception for award recipients hosted by myself and Chancellor Janice Fukakusa.

VIRTUAL OPEN HOUSE – From September 21 to 25, Ryerson held a Virtual Open House. There were 17 sessions featuring live programming with opportunities to meet community members and get to know the campus from home. Altogether, the sessions had 2,827 registrations and 1,273 attendees, many of whom registered for multiple sessions. Of these attendees, 94% have told Ryerson that they expect to enrol in September 2021. Ryerson’s next Virtual Open House will be held over two weeks, from November 9 to 13 and 16 to 20, this time featuring academic program sessions.

DIGITAL POW WOW – On September 25, Ryerson held its annual Pow Wow online. The event was run by students and hosted by Saagajiwe, the Indigenous research creation centre in the Faculty of Communication and Design. It was emceed by Jennifer Alicia Murrin (Mi’kmaq) and Denise B. McLeod (Sagamok Anishnawbek) and featured pre-recorded video of dancers, drummers, singers, and remarks by university leaders including Joanne Dallaire, elder (Ke Shay Hayo) and senior advisor – Indigenous relations and reconciliation. On the same day, a Sacred Fire was initiated by Pow Wow Firekeeper Johnny Moore at a Sunrise Ceremony by the Humber River. The Pow Wow was preceded by an education week of online workshops and events, including discussions of Indigenous history, activism,

art, design, medicine, food, dance, sports, and entrepreneurship, as well as a “kids’ corner” featuring readings of Indigenous children’s books.

LAW SCHOOL OPENING – On September 30, Ryerson’s Faculty of Law was officially launched during an online event, involving a ribbon-cutting ceremony attended by Mayor John Tory. The event was hosted by Farah Nasser (Radio and Television Arts ‘03) and featured remarks by inaugural Dean of Law Donna E. Young, other university leaders, representatives of the class of ‘23, and barrister Annamaria Enejor, who spoke about “Why the Law Matters Everyday.” Representatives of the Canadian Association of Black Lawyers, the Law Society of Ontario, and the Ontario Bar Association delivered congratulatory greetings, and Indigenous singer iskwē presented stirring performances of two of her songs.

ORANGE SHIRT DAY – On September 30, members of the Ryerson Community participated in Orange Shirt Day by wearing orange shirts at an online event, in honour of survivors of residential schools. Members of the Orange Shirt Day organizing committee read from the book *Phyllis’s Orange Shirt* by Phyllis Webstad, whose story of attending a residential school at age six, and having her new shirt confiscated, inspired Orange Shirt Day as an annual national event. Guest speakers at the event included Joanne Dallaire and Monica McKay, director of Aboriginal Initiatives. Ryerson’s participation in Orange Shirt Day was organized by the Ryerson Aboriginal Student Society and the Aboriginal Education Council, along with the Centre for Excellence in Learning and Teaching, Ryerson Library, and the schools of Early Childhood Studies, Midwifery, and Social Work.

ONTARIO’S BLACK NDP CAUCUS PANEL – On October 1, the Ryerson Democracy Forum hosted the panel “Ontario’s NDP Black Caucus: Why It Matters.” Speakers included MPPs Jill Andrew (Toronto-St Paul’s), the Opposition’s culture and women’s issues critic, who has lectured at Ryerson on diversity in fashion; Faisal Hassan (York South – Weston), the Opposition’s youth engagement critic; and Laura Mae Lindo (Kitchener Centre), who has worked at Ryerson’s Diversity Institute and currently serves as the Opposition’s critic for anti-racism. Together, they discussed the formation and ongoing work of the Ontario NDP’s historic Black Caucus—the first formal Black caucus formed by a political party in the province. The discussion was moderated by Ryerson Visiting Practitioner Martin Regg Cohn.

MURRAY SINCLAIR AND CLEM MARSHALL – On October 1, Saagajiwe kicked off its 13-month series of online *Moon Talks* with a discussion about racism featuring Senator Murray Sinclair and educator Clem Marshall that was attended by over 300 people. The discussion, which included questions from Ryerson community members, touched on topics such as the relationship between cultural history, blood memory, and individual identity; the need for education about not only historical trauma but also resilience; the dialogue between Indigenous and Black communities and activists in Canada about change; and the strength that can be drawn from future generations and the building of community.

PREMIER FORD AT RYERSON – On October 6, Premier Doug Ford participated in a conversation hosted by the Ryerson Democracy Forum, during which he took questions from moderator Martin Regg Cohn as well as some submitted by Ryerson students. The premier touched on his current more collaborative style of governing; the province’s trade relationship with the United States; ways to improve messaging and compliance with COVID-19 regulations; the need for Ontario to attract more immigrants; ways for

the provincial government to support mental health; and the possibility of assistance for postsecondary students and graduates with finances and finding jobs.

from the President's Calendar

September 9, 2020: During the online launch of the Ryerson Venture Zone in Brampton, I was pleased to give remarks thanking Mayor Brown and all supporters, and looking forward to how the initiative will boost entrepreneurship and innovation in the region.

September 9, 2020: I spoke with Karen Weyman, chief of the St. Michael's Hospital Department of Family and Community Medicine, about Ryerson's plans for healthcare education.

September 10, 2020: I chaired a regular meeting of Ryerson's Opportunities Working Group (OWG).

September 10, 2020: I attended a Globe and Mail international postsecondary webcast on shaping the future of Canada's international education framework. It featured an interview with Larissa Bezo, president and CEO of the Canadian Bureau for International Education, followed by a panel discussion. Panel members included Asha Kanwar, president and CEO, Commonwealth of Learning; Neil Fassina, president, Athabasca University; Kristine Remedios, chief inclusion and social impact officer, KPMG; and John Stackhouse, senior vice-president, RBC. The discussion was moderated by Rita Trichur, senior business writer and columnist with the Globe and Mail.

September 11, 2020: I attended a regular meeting of the Strategy and Planning Working Group of the Council of Ontario Universities (COU).

September 11, 2020: I spoke with Senator Murray Sinclair as part of the consultation process for assembling the task force on reconciling the legacy of Egerton Ryerson.

September 11, 2020: I attended a web presentation by Universities Canada offering an update on their strategy for recruitment and retention of international students, as well as the support the federal government can provide.

September 14, 2020: As chair of the education division within the United Way cabinet, I met with Meric Gertler, president of the University of Toronto, and Kelly Hannah-Moffat, vice-president, human resources & equity, about this year's United Way campaign.

September 14, 2020: Interim Provost and Vice-President, Academic Saeed Zolfaghari and I met with Ryerson's student recruitment team to thank them for their hard work and to discuss the new cycle of recruitment.

September 15, 2020: I was proud to deliver remarks welcoming participants and thanking supporters and cybersecurity corporates-in-residence at the launch of Rogers Cybersecure Catalyst's new Catalyst Cyber Accelerator.

September 16, 2020: Along with the presidents and principals of Brock University, The King's University, McGill University, Queen's University, and St. Mary's University, I participated in a roundtable discussion organized by Universities Canada on "Canada's universities and parliamentary Black Caucus: Addressing challenges and effecting positive change together on anti-black racism." MP Greg Fergus (Hull–Aylmer), chair of the Parliamentary Black Caucus, also participated, along with MP Matthew Greene (Hamilton Centre) and senators Mobina Jaffer (British Columbia) and Marie-Françoise Mégie (Québec).

September 17, 2020: For the virtual celebration of the Ryerson Awards, I delivered remarks honouring recipients, thanking nominators, and also thanking Ryerson faculty and staff for ensuring that student needs are met in our transition to online education.

September 22, 2020: I attended an online Toronto Board of Trade Recovery Summit about how Canada's recovery strategy compares to international strategies. Speakers included Canada's ambassadors to the United States, China, and France, as well as the high commissioner of Canada in India.

September 22, 2020: At Brampton City Hall, I met with Brampton Mayor Patrick Brown and some Brampton city councillors to discuss Ryerson's ongoing partnership with the City of Brampton and new ideas for the future.

September 24, 2020: I chaired a regular meeting of the OWG.

September 24, 2020: I participated in an online executive heads meeting of the COU with Ross Romano, Ontario's minister of colleges and universities, to discuss how universities can support the provincial government with COVID-19 testing, tracing, and research.

September 24, 2020: As a council member, I participated in an online meeting of the National Research Council (NRC).

September 25, 2020: I attended the launch of the 2020 United Way campaign, which included the panel discussion "Philanthropic Leadership in a Global Crisis."

September 25, 2020: Deputy Provost and Vice-Provost, University Planning Glenn Craney and I held an introductory meeting online with Shelley Tapp and Kelly Shields, respectively Ontario's deputy minister and assistant deputy minister of colleges and universities.

September 25, 2020: I participated in a virtual retreat of the COU's executive heads.

September 28, 2020: I recorded remarks to be delivered at Ryerson's Orange Shirt Day virtual event on September 30, during which I encouraged Ryerson community members to participate in the consultations of the task force about the legacy of Egerton Ryerson.

September 28, 2020: I recorded remarks that were later delivered virtually to open Ryerson's fifth annual Health Policy Conference, thanking participants for their commitment to building communities that are healthier, more equitable, and more inclusive.

September 30, 2020: Assistant Vice-President, International Anver Saloojee and I held an introductory meeting with Hala Abou-Hassira, chief representative of the Palestinian General Delegation to Canada.

September 30, 2020: I was pleased to attend the online opening celebration for Ryerson's Faculty of Law, for which I had previously recorded remarks and the ceremonial cutting of the ribbon.

October 1, 2020: I met online with Lisa Thompson, provincial minister of government and consumer services, and David DiPaul, her chief of staff, to discuss the new partnership between the Ontario government and Rogers Cybersecure Catalyst on cybersecurity training and education, as well as other ways Ryerson and the provincial government can work together to help boost economic recovery.

October 1, 2020: I met online with James St. John, director of the Central Ontario Building Trades' Hammer Heads program, which provides training for disadvantaged young people to learn and join trades. We discussed ways for Ryerson to integrate workers from the program in construction projects.

October 1, 2020: I met online with two representatives of the Toronto Board of Trade: Farah Mohamed, senior vice-president, strategic initiatives, policy and public affairs, and Roselle Martino, vice-president, public policy. We discussed the importance of developing talent to help Toronto recover from the pandemic.

October 2, 2020: Steve Orsini, president of the COU, and I, in my role as chair of the COU, spoke with Minister Romano about collaboration between universities and the Ontario cabinet.



September 2020

Media Relations

- Planned and conducted media outreach for Indigenous Education Week & Digital Pow Wow, securing coverage on CBC radio and TV, Rabble, APTN, ELMNT FM and more.
- Secured coverage in the Toronto Star and 980 CFPL Radio for a joint report from the Future Skills Centre, Diversity Institute and Environics on the future of work.
- Supported the official launch of the Faculty of Law and secured feature coverage in Toronto Star.
- Media coordination on interviews with Donna Young for Canadian Lawyer and Lawyer's Daily.
- Media trained all new professors within the Faculty of Law and added all to the Faculty Experts Database.
- Secured coverage for a LIZ company in the Toronto Star and Globe and Mail.
- Ryerson faculty experts were pitched to the media and widely quoted on various breaking news topics, including the US Presidential debate and COVID-19's effects on domestic violence, travel fees and protocols, housing prices, job recovery and phase rollbacks.

Publications

- Published 13 editions of Ryerson Today including a special edition for Back to School.
- Published 26 Ryerson Today stories over the month.

- Edition with the highest open rate of 52.8% was distributed on September 18 and featured a message from President Lachemi with an update on the winter term.
- Story with the most amount of clicks (11,521) was the update on the winter term.
- Ryerson Today email subscribers have risen to 68,000 (an increase of 10,000 recipients).
- Stories and layout is underway for the Winter 2021 edition of Ryerson University Magazine.

Marketing

- Launched TRSM's BComm digital campaign (end of Sept.). The campaign will target prospective undergraduate students, highlighting how TRSM prepares them to adapt in the world of business.
- Created a montage video for the Faculty of Law's Opening Celebration which was played as part of a larger compilation video on Zoom featuring guest speakers, as well as the Open House and 2021 campaign videos (developed by UR).
- Led refresh for the Chang School's winter campaign (launched Sept. 19). The campaign targets prospective undergraduate and adult learners with creative and messaging that is an extension of the fall campaign — This way forward.
- Finalized the refreshed 2021 International Admissions Handbook with the International Enrollment team and sent it to print (3,000 copies).
- Developed a Faculty of Arts Welcome Video for social channels which focused on easing students' concerns about starting a new semester virtually.
- Created Opportunities Working Group video for the October 1 BOG meeting, highlighting four key



initiatives and the progress made since the pandemic began.

- Developed key elements of the Ryerson Awards Night video, including graphics, opening video, and transitions. More than 230 employees took part in the virtual celebration shared via Zoom.
- Created 'We're Here for You' Library video for social and IG stories which welcomed students back and promoted their virtual services.
- Finalized Kira videos for Ryerson Law which will be used to help recruit the next cohort of students.
- Preparing for Reputation Campaign launch (Oct. 1). The campaign website, digital and print ads are being finalized. Writing and research/interviews is underway for 22 articles to be featured on the website. The media plan is set and campaign assets are being delivered to the media agency.
- Leading the creation of TRSM's MBA campaign (launches Oct. 28). Campaign creative will highlight their new curriculum focused on leading for performance and wellbeing.
- Continuing to launch Law campaign assets including video, retargeting ads and IG stories. Mid-campaign check-in showed positive results.
- Finalizing the Toward Ryerson 2030 plan with Advancement and the International Strategy plan with Ryerson International for the end of October.
- Working on the creative refresh for the 2020/21 YSGS Recruitment Campaign. The creative concept has been approved, and we are working with an agency on the proposed media plan (Phase 1 launches at the end of Oct.).

Website

- For the first time ever we have experienced decreases in web traffic year over year. 1.7%

fewer visits, 4.3% fewer visitors, and 4.9% fewer pages viewed.

- Visits from desktop increased year over year from 60.4% in 2019 to 67.1% in 2020, while there were decreases in mobile from 37.2% in 2019 to 31.6% in 2020, and tablet from 2.5% in 2019 to 1.3% in 2020.
- We have experienced a 35% increase overall in international visits year-over-year. Visits increased from the US 66% (+26,536), India 49% (+12,217), UAE 65% (+3,381), China 73% (+3,036), Hong Kong 106% (+2,458). These countries represent the five which experienced the highest total number of visit increases.

Social Media

- **Facebook:** Gained 474 fans to reach 77.5K. Most engaging post had 432 engagements and featured an aerial campus beauty shot looking southbound on Yonge, with a message wishing our audience a good long weekend before the start of a new school year.
- **Instagram:** Gained 717 fans to reach 34.5K. At 3.2K engagements, the most engaging post was a photo of Andrew Cividino and Dan Levy alongside a congratulatory message for their Emmys win.
- **Twitter:** Gained 110 followers to reach 59.1K. Most engaging tweet had 736 engagements, and included a welcome back message with a GIF of Eggy celebrating, which was posted on the first day of virtual classes.
- **LinkedIn:** Gained 2,840 followers to reach 247.6K. Experienced a 14% increase in page views. Most engaging post congratulated Andrew Cividino and Dan Levy for their Emmys win and linked to a video of their acceptance, garnering 1400 reactions.



Digital Marketing

- Launched a digital campaign promoting the new podcast from Alumni - *The Forefront*.
- Worked with several agency partners to launch TRSM's BComm recruitment campaign.
- Continued working with agency partners on the Faculty of Law recruitment campaign and the year-round MBA search and display ad campaign.
- Wrapped the fall recruitment campaign for The Chang School and worked with agency partners on the winter campaign.
- Preparing for multiple campaign launches in October (developing media plans, briefing agencies, planning website refreshes and setting up new conversion tracking, evaluating creative requirements, etc.) including the large-scale reputation campaign.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2020–2; November 2020

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:

- **FACULTY OF COMMUNITY SERVICES – SCHOOL OF OCCUPATIONAL AND PUBLIC HEALTH - Reduction in number of work terms for the Occupational Health and Safety co-op program and Public Health and Safety co-op program**
- **FACULTY OF COMMUNITY SERVICES – MIDWIFERY – Removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP)**
- **FACULTY OF COMMUNITY SERVICES – DISABILITY STUDIES – Admissions changes**
- **FACULTY OF COMMUNITY SERVICES – DISABILITY STUDIES – Changes to Disability Studies Minor**
- **NEW INTERDISCIPLINARY MINOR – Innovation and Zone Learning**
- **NEW INTERDISCIPLINARY MINOR – Cyberstudies**
- **FACULTY OF COMMUNITY SERVICES – URBAN AND REGIONAL PLANNING – Removal of Standing Variation**
- **FACULTY OF COMMUNICATION AND DESIGN – RTA MEDIA PRODUCTION – New Concentration in Video Game Design**
- **TED ROGERS SCHOOL OF MANAGEMENT – HOSPITALITY AND TOURISM MANAGEMENT – Reduction, from 41 to 40, in number of required courses**
- **TED ROGERS SCHOOL OF MANAGEMENT – RETAIL MANAGEMENT – Reduction, from 45 to 40, in number of required courses**
- **LIBERAL STUDIES – eight new course additions to Liberal Studies elective tables**
- **LAW – JURIS DOCTOR – Curriculum modifications**
- **For Information: 1-year follow-up reports for Periodic Program Reviews: Architectural Science; Mathematics and Its Applications**

A. FACULTY OF COMMUNITY SERVICES – SCHOOL OF OCCUPATIONAL AND PUBLIC HEALTH - Reduction in number of work terms for the Occupational Health and Safety co-op program and Public Health and Safety co-op program

This proposal provides a framework for the reduction of work terms (WKT) required for students to graduate with the Co-op designation within the Occupational Health & Safety and Public Health & Safety programs, beginning in Fall 2021.

Background and Rationale - Currently, students enrolled in Co-op across Occupational Health & Safety and Public Health & Safety programs are required to complete four work terms in order to receive Co-op on their transcript and diploma. The proposed change will accelerate students' ability to complete Co-op and graduate in closer sync with peers taking the regular program route.

A shorter length to graduation will improve the accessibility of Co-op across the FCS Co-op offering, encouraging more students in the Faculty, many of whom are first generation and / or mature learners, to utilize Co-op to get their foot in the employment door ahead of graduation, earning a salary while doing so. A reduced WKT requirement is expected to assist in reducing program attrition levels. Data from 18/19 Co-op program withdrawals, revealed that fully 80% of students leaving the program were doing so either because they wanted to graduate in a closer timeline to peers, or had lost interest in pursuing a Co-op offering, due to the perceived lengthy completion time. Moving to a 3 WKT model is in line with [CEWIL](#), the national Co-operative education body's guidelines, which mandate a minimum of 3 WKT's be completed in order for Co-op to appear on a student's transcript and diploma, and also aligns with Senate Policy 2, Section 7.2 – Co-operative Education.

Currently, there are 583 students enrolled across the two programs, with 125 enrolled in Co-op. The Co-op team is consistently advertising more jobs than students (on average 2 job postings to 1 student, up to 3 postings per Co-op student in Occupational Health & Safety).

Current work term sequencing -

Occupational Health & Safety, Public Health & Safety	Fall Term	Winter Term	Spring/Summer Term
Year 1	1st Semester	2nd Semester	Off
Year 2	3rd Semester	4th Semester	WKT 1-110
Year 3	WKT 2-210	5th Semester	WKT 3 -310
Year 4	6th Semester	WKT 4 - 410	WKT 5 - 510
Year 5	7th Semester	8th Semester	

Revised work term sequencing -

Occupational Health & Safety, Public Health & Safety	Fall Term	Winter Term	Spring/Summer Term
Year 1	1st Semester	2nd Semester	Off
Year 2	3rd Semester	4th Semester	Off
Year 3	WKT 1-110	5th Semester	WKT 2-210
Year 4	6th Semester	WKT 3 -310	WKT 4- 410
Year 5	7th Semester	8th Semester or Completion of Credits	

There is a slight change to the course calendar sequencing, we will be changing the 1st WKT to the Fall semester subsequently moving all of the current work terms over by a work term. For those who, due to individual circumstances, or a particular employer offer, need to delay the final work term, WKT 4 will remain on the calendar as an optional time to complete their Co-op requirements.

The amended Co-op calendar mimics that of other Ryerson Co-op programs which have moved to a 3 WKT model. While WKT-4 is optional in practice, they are not specifically listed as such, to avoid confusion among students, who may not be able to undertake a WKT in the laid out order.

What appears in the calendar is a recommended 'suggested' pattern for students to follow. A key factor in Co-op is that job offers can range from 4 month to 12 month contracts, and all parties historically work with students to ensure they are able to accept the job offer best for them, and integrate this into their academic calendar.

Impact on Program Learning Outcomes - The WKT requirement reduction will have no impact on students' achievements of the learning outcomes. CEWIL, the national body overseeing Co-op, mandates a minimum of three work terms only is required to ensure the student is able to gain a full experiential learning opportunity,

bridging academic with professional experience. Overall, the Co-op student experience will continue to support those learning outcomes which focus on the following:

- The application of theoretical knowledge to practical and professional contexts;
- Communication of ideas to a range of audiences;
- Working collaboratively as part of a team and building working relationships.

Comparator Programs - When evaluating the WKT requirements of comparator schools in Ontario, it is evident that the average requirement is the CEWIL minimum of 3 work terms. Only the University of Waterloo mandates 4 out of 5 WKT be completed. If the Faculty of Community Services is unable to reduce the WKT requirements to three, we believe our Co-operative programs will be at a disadvantage from the perspective of prospective students and their families, first-year students considering the Co-op route, and negatively impact the completion rates of current Co-op students.

Implementation Plan - The reduction to required WKT will be effective beginning in the 21/22 academic year, to allow a full academic year for Faculty and Co-op to communicate the updated requirements to current and prospective students. Co-op and the Faculty have a number of communication methods by which students and employers will be made aware of the change to WKT requirements:

- Student and employer emails via contact data from Ryerson Career & Co-op Centre's Orbis and Salesforce platforms.
- Co-op Program Specialists who work closely with Co-op students and employers.
- Career & Co-op website, Program websites.
- Notifications during key Co-op events, including the annual Co-op Preparatory Symposium occurring annually in September.
- Notification during key events for prospective candidates / Co-op applicants, including: Co-op Discovery Session programs, Open Houses and Ontario Universities Fair.
- Faculty of Community Services Career & Co-op weekly e-newsletter to students.
- Email announcements and social media channels commonly used to reach students, including Career & Co-op's Facebook, Twitter, Instagram and LinkedIn groups.

The modification to WKT requirements across the concerned programs is proposed to be made retroactive. Thereby ensuring that not only do students enrolled in their first year in 20/21 who are eligible to apply to Co-op benefit, but all those currently enrolled in Co-op and have completed up to their first three work terms, would gain from the new policy.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the reduction in co-op work term requirements from four to three for the School of Occupational and Public Health – Occupational Health and Safety co-op program, and Public Health and Safety co-op program.*

B. FACULTY OF COMMUNITY SERVICES – MIDWIFERY – Removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP)

The Midwifery Education Program (MEP) is proposing the removal of MWF 113 Life Sciences for Midwifery from its Post Baccalaureate Program for Health Professionals (PBHP) program, beginning with the incoming Fall 2021 cohort.

Background and Rationale - The Midwifery PBHP program was started in 2009 as part of our agreement with the Ministry of Colleges and Universities. We admit a maximum of 5 PBHP students per year with typical incoming cohorts of 2-3. Students who enter the PBHP are already accredited healthcare practitioners with at least one year of Labour and Delivery experience. Feedback from both faculty who have taught MWF 113, and from PBHP students has consistently indicated that this course is not necessary for this group of students as incoming BPHP already have all of the learning and competencies normally acquired in MWF 113. PBHP

students remark that having this course listed as a required course in their program of study represents a failure on the part of the MEP to appropriately recognize their prior knowledge and skills. A recent survey of all of our previous PBHP students has confirmed that our PBHP students come into our program already having attained the knowledge and skills taught in this course and that it should not be a requirement for the PBHP program.

The PBHP is a rigorous and challenging program for existing health professionals with labour and delivery experience which requires PBHP students to complete a condensed version of the MEP program in 2 years (6 semesters) as opposed to our full-time stream where students complete program requirements over 4 years (9 semesters) Our 4-year students typically complete the preclinical part of our program in 1.5 years. This is condensed into 1 term for the PBHP students. The existing curriculum requires that they take 6 courses in their preclinical term for a total of 18 hours of lecture and 9 hours of lab per week which is an extremely heavy workload.

The majority of our PBHP students currently get a transfer credit for MWF 113. While we feel that MWF 113 remains an important core course for students in other streams, we feel it is unnecessary for the PBHP students who already have met course objectives prior to entering our program.

Calendar Description – MWF 113 Life Sciences for Midwifery

This course is divided into two sections: the Nature of Matter, and the Nature of Life. This course provides an overview of basic concepts relating to chemistry, biochemistry and microbiology. Content areas will include practical applications of clinical chemistry, specimen collection, related disease entities and pathologies, and laboratory values. A variety of evaluation methods will be used. Weekly Contact: Lab:2 hrs. Lecture:3 hrs.

Impact on Program Learning Outcomes - Owing to the fact that students in the PBHP come into the program with pre-existing knowledge and skills covered in MWF 113, this change will not negatively affect the program learning outcomes.

Effect on Academic Standing Variations - For students in the PBHP (MW003) program only, these will be revised (including removing courses from the list that are currently not part of the PBHP program) as follows (Note: There will be no change to the Academic Standing Variations for students in the full-time and part-time programs):

A Cumulative Grade Point Average (CGPA) of less than 2.33; a grade of less than 'C-' in two or more Midwifery foundation courses (~~MWF 11A/B, MWF 108, MWF 109, MWF 113, MWF 114, MWF 155, MWF 201~~); OR a grade of less than 'B-' in ~~MWF 150, MWF 250, MWF 344, MWF 345~~; ~~OR a grade of less than 'C-' in BLG 10A/B or BLG 101 or BLG 111~~; OR one failed grade in any course listed above or in any MWF required course will result in a PROBATIONARY Standing.

Effect on Graduation Requirement Variation – For students in the PBHP (MW003) program only, these will be revised (including removing courses from the list that are currently not part of the PBHP program) as follows (Note: There will be no change to the Graduation Requirement Standing Variations for students in the full-time and part-time programs):

3. A minimum grade of 'C-' in all but one of the following courses: ~~MWF 11A/B, MWF 108, MWF 109, MWF 113, MWF 114, MWF 155, MWF 201~~. A grade of 'D' or above in at most one course from the above list is acceptable. Students who receive less than a 'C-' in more than one of the above courses will be placed on academic PROBATION and students who receive less than 'C-' for a second time in the same course will be REQUIRED TO WITHDRAW from the program.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP).*

C. FACULTY OF COMMUNITY SERVICES – DISABILITY STUDIES – Admissions changes

This proposal seeks to revise the admission criteria for the School of Disability Studies Bachelor of Arts program to encourage broader marketing reach and interest among potential applicants, beginning with the incoming Fall 2021 cohort.

Background and Rationale - Program focus has broadened from its roots as a degree completion program that enabled workers who held an Ontario Community College diploma (3 years) to enter the last two years of an undergraduate BA in Disability Studies. While these applicants still constitute a sizable proportion of incoming students, the program and the field has become more diverse and generous. The following changes are notable:

- a) The School of Disability Studies has developed leadership in disability, mad and Deaf arts, culture and aesthetics and in mad studies;
- b) Disability studies, as a field, has evolved theoretically and substantively. It has given rise to ‘siblings’ or interrelated fields of study such as mad studies, Deaf studies, Black disability studies, critical autism studies, disability studies and education;
- c) New registrants are younger, entering directly following the completion of a community college diploma;
- d) New applicants are less likely to have work experience in the field of disability, madness, or Deaf services;
- e) A number of current DST courses are at capacity enrolment with non-program registrants, suggesting that Disability Studies has a broader appeal than reflected in the current admission criteria;
- f) The School’s graduates are finding their way among diverse career paths. While some continue to work in developmental and disability services, and others work within the education system, there is an increasing pool of graduates who work in policy, the arts, postsecondary education, accessibility and planning services, healthcare, community organizing, or pursue graduate studies.

In sum, there is increased pressure on the school to modernize admission criteria to bring together learners from a variety of different backgrounds. This will also help train and produce graduates who can contribute to an evolving field.

Decreasing applications and subsequent enrolment, in part due to:

- Decreased demand for PT programs
- Increase in competitor programs with more expansive admission criteria
- Current admissions criteria narrow and limited to include only Ontario college diploma graduates
- Disability Studies administrative staff note good interest from international, students with some university coursework and with diplomas from colleges outside of Ontario, however, these potential applicants express uncertainty about their admissibility given the published admission criteria

Proposed changes - As part of the long term strategy to move the School’s curriculum towards a 2 plus 2 FT/PT model, this proposal seeks to revise and expand the admissions criteria for the School of Disability Studies.

Current and proposed admission requirements -

Current admission requirements as they appear	Revised admission requirements
Diploma or Advanced Diploma in a disability studies related field and/or discipline, from a public Ontario College (e.g. Social Service Worker or Developmental Service Worker, please see the list of acceptable programs).	Diploma or Advanced Diploma from a public Canadian community college. Diplomas must have an academic focus (e.g. community & social services, business, arts, engineering, science). Applicants with equivalent international academic qualifications may be considered on a case by case basis.
The diploma must include a one-year (or equivalent) introductory university-level humanities or social science course or equivalent.	The diploma must include a one-year (or equivalent) introductory university-level humanities or social science course or equivalent.

Applicants with less than a "B" average in an acceptable diploma program may be asked to complete up to two one-term university level liberal studies courses prior to admission. Subject to competition, applicants may be required to present averages above the minimum.	Applicants with less than a "B" range average in an academic diploma program may be asked to complete up to two one-term university level liberal studies courses prior to admission.
Applicants with other post-secondary academic backgrounds and extensive work experience in the field may be considered on an individual basis.	Applicants are required to submit a personal letter outlining their relevant experience and rationale for applying to the program.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the admissions changes to the Disability Studies degree program.*

D. FACULTY OF COMMUNITY SERVICES – DISABILITY STUDIES – Changes to Disability Studies Minor

This proposal seeks approval from the Academic Standards Committee for a modification to the Minor in Disability Studies, effective Fall 2021.

Background and Rationale - Developed by the School of Disability Studies with consultation with the Schools/Departments of Early Childhood Studies, Criminology, Social Work, Occupational and Public Health, Child and Youth Care, Sociology, Psychology, Nutrition, Geography, Languages Literatures and Cultures, and Public Policy & Administration, the Minor in Disability Studies strengthens this meaningful complement to Ryerson.

Since its inception in 2009, many students have begun the minor, however few have been able to complete its requirements. To date, 17 students have completed the minor, 11 since Disability Studies courses were put on the open electives table. Students indicate that the high number of required courses within their own programs make it difficult to incorporate 6 DST courses by graduation. In fact, among the small number of students who have completed the minor, most have taken extra courses in order to do so. The revision to the Minor in Disability Studies responds directly to this barrier by creating opportunities for students to use one or two courses from their core curriculum towards the minor.

The Minor reflects changes to the field of critical disability and mad studies by strengthening interdisciplinary linkages. The modifications will deepen students’ capacity to integrate equity and justice scholarship to complement their disciplinary and professional studies, and will also facilitate students’ capacity to complete and explore a secondary area of undergraduate study.

Proposed Revisions - The minor will consist of 6 one-semester courses, all of which are listed as an open elective making the minor accessible to all Ryerson students. Currently, students are required to complete one course from Table A, and 5 courses from Table B. The revised minor course requirements maintain the same options of Tables A & B, but also include Table C to provide more options and flexibility for students, as shown below:

Table 1. Comparison of Current and Proposed Minor

Current Calendar Description	Revised Calendar Description
The Minor in Disability Studies allows students to explore key issues and debates related to disability. Starting from the perspectives of disabled and mad people, courses highlight advocacy, social	The Minor in Disability Studies allows students to explore key issues and debates related to disability. Starting from the perspectives of disabled and mad people, courses highlight advocacy, social

transformation and equity. Curriculum is intended to build expertise around accessibility, ethics, law, arts, literature, design, technology, health, social care, rights and justice. Students are encouraged to build a minor that complements and extends their discipline.

Administered by: School of Disability Studies

Exclusions: This minor is not available to students in the following programs:

- Disability Studies

To receive this Minor, students must complete six (6) courses from the following curriculum:

One* (1) of the following:

DST 501	Rethinking Disability
INT 902	Disability Issues
SWP 921	Disability Issues Social Work Practice

Plus five (5) of the following:

DST 300	Whose Lives Matter?
DST 500†	History of Madness
DST 502	Disability and the State
DST 503 ¹	Current Topics in Disability I
DST 504†	Mad People's History
DST 506	Principles and Practices of Accessibility
DST 507**	Disability, Justice and Good Human Life (or PHL 507** Ethics and Disability)
DST 525	Disability, Representation/s and Culture
DST 603	Law and Disability
DST 604	Current Topics in Disability II
DST 605	Sexuality, Desire and Disability
DST 613	Strategies for Community Building
DST 614	Community, Access and Technology
DST 725	The Politics and Practice of Interventions
DST 727	Leadership Practices for Changing Times
INT 921	Writing Bodies Differently

*DST 501, INT 902 and SWP 921 are antirequisites of each other, therefore only one is acceptable.

** DST 507 and PHL 507 are antirequisites of each other, therefore only one is acceptable.

† Only one of DST 500 or DST 504 can be used toward the Minor.

transformation and equity. Curriculum is intended to build expertise around accessibility, ethics, law, arts, literature, design, technology, health, social care, rights and justice. Students are encouraged to build a minor that complements and extends their discipline.

Administered by: School of Disability Studies

Exclusions: This minor is not available to students in the following programs:

- Disability Studies

To receive this Minor, students must complete six (6) courses from the following curriculum:

One* (1) of the following (Table A):

DST 501	Rethinking Disability
INT 902	Disability Issues
SWP 921	Disability Issues Social Work Practice

At least three (3) of the following (Table B):

DST 300	Whose Lives Matter?
DST 500***†	History of Madness
DST 502	Disability and the State
DST 503	Rethinking Disability in Education
DST 504***†	Mad People's History
DST 506	Principles and Practices of Accessibility
DST 507**	Disability, Justice and Good Human Life (or PHL 507** Ethics and Disability)
DST 508	Crippling the Arts in Canada
DST 509	Crip Culture in Canada
DST 525	Disability, Representation/s and Culture
DST 603	Law and Disability
DST 604	Current Topics in Disability II
DST 605	Sexuality, Desire and Disability
DST 613	Strategies for Community Building
DST 614	Community, Access and Technology
DST 725	The Politics and Practice of Interventions
DST 727	Leadership Practices for Changing Times
INT 921	Writing Bodies Differently

**A maximum of two (2) of the following (Table C):
SOCIAL WORK**

SWP 905	Criticl. Appr. to Mental Health and Madness
SWP 931	Human Rights for Social Workers
SWP 950	Fat Studies and Fat Activism
SWP 938	Innovative Organizing in Precarious Times
EARLY CHILDHOOD EDUCATION	
CLD 445	Inclusion and Consultation
CLD 315	Creative Arts II

¹ Since 2016 this course code has been used to offer the course Rethinking Disability in Education.

	<p>CLD 241 Children with Disabilities CLD 447 Equity Issues in Ontario ECE CLD 206 Language Development PSYCHOLOGY PSY 102 Introduction to Psychology I PSY 202 Intro to Psychology II PSY 302 Child Development PSY 808 Community Psychology CHILD AND YOUTH CARE CYC 602 Children's Rights CYC 900 Diversity Issues for Children and Youth NUTRITION FNF 100 Families and Health FNY 403 Food Security Concepts and Principles CRIMINOLOGY CRM 402 Criminal justice and social inequity CRM 205 Gender, Sexuality and the Law GEOGRAPHY GEO 627 Accessibility of Urban Social Services PUBLIC POLICY AND ADMINISTRATION PPA 319 Politics of Work and Labour ****PPA 125 Rights Equity and the State ****POG 315 Equity and Human Rights in Canada LANGUAGES, LITERATURES AND CULTURES ASL 101 Introductory American Sign Language I ASL 201 Introductory American Sign Language II ASL 301 Intermediate American Sign Language I ASL 401 Intermediate American Sign Language II OCCUPATIONAL AND PUBLIC HEALTH ENH 121 Environment Health Law POH 201 Determinants of Health OHS 516 Ergonomics OHS 477 Disability Management ENH ²712 Health Education SOCIOLOGY SOC 300 Sociology of Equity and Diversity SOC 105 Introduction to Sociology SOC 107 Sociology of the Everyday</p> <p>*DST 501, INT 902 and SWP 921 are antirequisites of each other, therefore only one is acceptable. ** DST 507 and PHL 507 are antirequisites of each other, therefore only one is acceptable. *** Only one of DST 500 or DST 504 can be used toward the Minor. ****PPA125 or POG315 are antirequisites of each other, therefore only one is acceptable.</p>
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² This course may be revised by Occupational and Public Health moving forward.

Delivery Plan - The only prerequisite course for Table C is DST 501 or INT 902 which is required in the minor. The following courses in Table B have no prerequisite, making them widely available to students across different programs and facilitating the speed at which students can complete the minor:

DST 500 History of Madness

DST 506 Principles and Practices of Accessibility

DST 503 Special Topics in Disability Studies I: Rethinking Disability in Education

DST 504 Mad People's History

DST 509 Crip Culture in Canada

DST 604 Special Topics in Disability Studies II (e.g. Transnational Disability Studies).

INT 921 Writing for Disability Activism

DST 300 Whose Lives Matter?

DST 508 Crippling the Arts in Canada

DST 605 Sexuality, Desire and Disability

In Table C a number of courses have program-specific prerequisites. At this time we have prioritized courses that are common to many different programs across the university, e.g., PSY 102; SOC 100.

Student Interest - The School of Disability Studies has offered an online part-time degree completion program since 1999. Since DST courses were placed on the open electives table in 2018, interest in our courses by non-program students has increased. In the academic year 2019-20 there have been over 580 non-program students registered in DST courses with an additional 201 non-program students registering in the related INT 902 course. Over the past year, student surveys conducted in key DST courses have indicated that non-program students take at least three DST courses. Our most widely available course is INT 902 (321 non-program students over 3 semesters), followed by DST 500 (312 non-program students) and the inaugural offering of DST 300 Whose Lives Matter? (58 non-program students). This is followed by DST 508 Crippling the Arts in Canada (41 non-program students), DST 504 Mad People's History (31 non-program students), DST 501 Rethinking Disability (28 non-program students), and DST 503 Rethinking Disability in Education (19 non-program students). It is important to note that many of our courses are taught online, or onsite in one of the few accessible classrooms on Ryerson campus, and therefore they are capped at around 60 students per section. Depending on funding and accessibility enhancement of existing classrooms, sections could be added and section sizes could be increased.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the changes to the Minor in Disability Studies.*

E. NEW INTERDISCIPLINARY MINOR – Innovation and Zone Learning

This proposal for a minor in Innovation and Zone Learning is brought forward jointly by the RTA School of Media in the Faculty of Communication & Design, the Department of Computer Science in the Faculty of Science, and the Office of Zone Learning, to commence in Fall 2021.

Background and Rationale - The world is facing unprecedented challenges – social, economic, biomedical, and environmental – driven by globalisation as well as social, scientific, biological, and technological developments (Cinamon, Hardin, & Flum, 2019). The concept of stable occupations common during the 20th century has almost disappeared, with life being in permanent flux and in a state of becoming. Individuals are increasingly responsible for their own development and required to manage their own professional journeys and navigate a lifetime of changes (Savickas, 2016). In this, higher education institutions will be largely responsible for preparing new generations of students to perform roles that have not yet been created, to lead scientific developments that have not yet been foreseen, to develop technologies that have not yet been anticipated, and to solve problems that have not yet been experienced.

To navigate through such high degrees of ambiguity, uncertainty, and complexity, students will have to develop transferable skills: creativity, imagination, adaptability, critical thinking, problem solving, among others. These challenges provide a meaningful opportunity for Ryerson University to create and frame a new interdisciplinary minor that will perform a vital role in encouraging students at Ryerson to develop the knowledge, skills, attitudes, and values that will enable them to contribute to and benefit from an inclusive and sustainable future.

In offering a Minor in Innovation and Zone Learning, four priorities will be effectively addressed:

1: Developing a minor program that brings together courses from the Faculty of Communication & Design, the Faculty of Science, and the Office of Zone Learning will positively renew the focus on “collaboration and interdisciplinary approaches to learning” as well as provide “interdisciplinary and experiential learning opportunities that bring students and faculty together to address real-world problems”. In this, the Senate Policy 169 on Experiential Learning will be thoroughly followed.

2: Providing courses along an educational continuum, from courses that encourage students to develop their creative and critical thinking, to courses that help them to ideate and prototype will invariably promote a “culture of innovation across campus that helps students to think creatively, take initiative, and demonstrate resourcefulness”

3: Carrying out the experiential learning components of the minor program at several zones across campus, will unquestionably offer opportunities for students to “participate in zone learning, shaping initiatives from the ground up, and gaining real-world experience”.

4: Offering experiential learning opportunities that involve either work placements, consulting projects and civic engagement initiatives, or independent student-led projects addressing real-world problems will very likely strengthen external connections as well as encourage students to become “more fully engaged with communities, service providers, and industries as partners in their learning experiences” and bring “new perspectives together to consider important questions and solutions.” Helping students attain high levels of curiosity, creativity, imagination, adaptability, critical thinking will surely help them prepare for “the complex society in which they will live and work.”

Learning Outcomes – The following twelve skills have previously been identified and tested at Ryerson:

Skill	Definition	Skill	Definition
Critical thinking/innovation/problem solving	Ability to identify, analyze, and evaluate situations, ideas, and information to formulate responses and solutions.	Persistence/grit	Ability to sustain interest and effort and to persevere to accomplish a task or goal.
Creativity	Ability to imagine and devise new, innovative ways of addressing problems, answering questions, or expressing meaning through the application, synthesis or repurposing of knowledge.	Adaptability	Ability to change plans, methods, opinions or goals in light of new information.
Communication	Ability to listen to, understand, convey, and contextualize information through verbal, non-verbal, visual, and written means.	Leadership	Ability to effectively direct, guide, and inspire others to accomplish a common goal.
Collaboration	Ability to work on a team towards a common goal, including the ability to prevent and manage conflict.	Social and cultural awareness	Ability to interact with other people in a socially, culturally, and ethically appropriate way.
Curiosity and metacognition	Ability and desire to ask questions and to demonstrate open-mindedness and inquisitiveness.	Ethics and personal integrity	Ability to understand external systems of rules and laws as well as to develop internal systems of principles which guides our behaviour
Initiative	Ability and desire to proactively undertake a new task or goal.	Risk assessment	Ability to identify, quantify, and prioritize risks.

Curriculum - Curriculum as it would appear in the Calendar:

Minor in Innovation and Zone Learning

The Minor in Innovation and Zone Learning offers students the opportunity to take courses in a wide range of subjects and disciplines that will help them develop as change makers and launch new ideas and new ventures into the world. Coursework will help students foster their ability to identify, analyze, and evaluate situations, ideas, and information, and to formulate responses and develop solutions to tangible problems. Students will

pursue the development of their projects and ventures with the support of the Zone Learning network and its resources namely co-working spaces, research labs, and mentorship from peers, industry advisors, and academic researchers. Students who complete the program will have obtained curricular credit in a critically important secondary field of study, which coupled with their own majors, will leave them better prepared for their future roles.

Administered by: RTA School of Media, Department of Computer Science, and Office of Zone Learning

To obtain the minor, students will have to take three (3) required courses and three (3) electives from the following curriculum:

Required courses: One (1) of the following:
 FCD 815/CRI 815/RTA 924 Design Solutions Supercourse
 SCI 888 Evidence-Based Innovation
 ENT 500 New Venture Startup

And both of the following (see additional note below):
 ZON 100 Zone Learning Project I
 ZON 200 Zone Learning Project II (continuation of ZON 100 Zone Learning Project I)

Elective courses: Three (3) courses from the following two (2) categories (no more than 2 courses per category; see additional restrictions below):

Ideation and Prototyping Category	Empathy and Growth Category
CPS 101 Intro to App Development CPS 109 Computer Science I CPS 513 Intro to Multimedia Computation CPS 847 Software Tools for Startups RTA 223 Designing Material Experiences RTA 321 Intro to Tangible Media RTA 102 Creative Processes or RTA108 Creative Processes-Sport Media or RTA107 Creative Processes-New Media FCD 962/RTA 962 Interaction Design FCD 222 Coding for Creatives or RTA 222 Intro to Computational Arts CRI 300 Digital Design Studio	CRI 780 Your Creative Self CRI 500 Project Management SSH 505 Making the Future (Arts) PSY 217 Psychology and Design SSH 100 Inquiry and Problem-Solving (Arts) SSH 502 Community Action Research

Notes:

1. Restriction: Students enrolled in any RTA School of Media program may count a maximum of 3 RTA-coded courses (or co-listed FCD/CRI courses that also have an RTA-code) toward completion of the Minor.
2. To enroll in ZON 100 or ZON 200, students must first be accepted as a member of one of Ryerson's Zones. The table below summarizes the entry requirements for each Zone.

Zone	Focus	Memberships and Key Requirements	Frequency	Application page
Biomedical Zone	Innovative need-based solutions for the clinical environment	Venture applications are reviewed by an advisory panel. Ventures resident in the Zone must also meet the requirements of Saint Michael's Hospital including adequate insurance.	All year.	Link
Clean Energy Zone	Clean energy - innovations or ideas.	The requirements are to be developing clean and sustainable energy innovations, addressing societal needs and providing real environmental and socio-economic impact. The project should require access to state-of-the-art research labs, co-working spaces and curated mentorship from industry partners and academic researchers and faculty related to clean energy.	All year.	Link
Design Fabrication Zone	Early-stage ideas for inventions, businesses and installations, looking to move along the continuum from design to prototype and mass manufacturing.	<p>Three membership streams apply: (1) Startup, (2) Experimental, and (3) Associate.</p> <p>The requirements for (1) are to have an initial version of a product concept, and a need for further prototyping and/or product development must exist. Also required in (1) is the existence of a co-founder or lead collaborator dedicated to product development.</p> <p>The requirements for (2) are to have a concept for a creative project or installation, and that the limits of design be pushed.</p> <p>The requirements for (3) are the desire to join an existing team on a commercial startup or an experimental project, and some expertise in product design or physical prototyping, in drawing or web design, or in sales or marketing.</p>	Bi-monthly or six times a year, in January, March, May, July, September, and November.	Link
DMZ	High growth software technology-based businesses.	<p>Two membership streams apply: (1) Incubator and (2) Accelerator.</p> <p>The requirements for (1) are to have at least one full-time founder, a CTO (or in-house technical lead or show a clear path to moving a part time lead onboard full time), an MVP that has some form of market validation, and demonstrate the potential to grow and scale sufficiently to reach the eligibility criteria for our growth accelerator.</p>	Three times a year.	Link

		The requirements for (2) are to have at least one FTE dedicated to sales and revenue development, a full-time CTO or in-house technical lead, a minimum of \$20K in monthly revenue through an existing customer network, be in market and demonstrate steady revenue for at least four consecutive months, and be able to relocate to the DMZ's Toronto office for the duration of the program.		
Fashion Zone	Fashion-inspired startups.	Two membership streams apply: (1) R&D and (2) Associate. The requirement for (1) is to be looking to radically design new ideas and businesses, focused on the theme of creative recovery. The requirements for (2) are to have an early-stage business idea and be interested in interning with a Fashion Zone start-up to develop skills and a concept.	All year.	Link
iBoost Zone	Solving real customer problems using technology.	The requirements are to be developing user-centric technologies, looking for a collaborative environment dedicated to educating and supporting entrepreneurs throughout their journey from incubation to commercialization. The venture should be able to benefit from access to the programs, advisors, mentorship, and co-working space.	All year.	Link
Legal Innovation Zone	Better legal solutions for the consumers of legal services.	Four membership streams apply: (1) Innovator's Canvas, (2) Concept Framework, (3) Spring Studio, and (4) Incubate. The requirements for (1) and (2) are open. The requirements for (3) are to be looking to develop a proof of concept into a market-ready solution, be ready to invest 3 hours per week for the virtual sessions, and be able to attend a virtual demo day. The requirements for (4) are to have a product in the market with early sales/users, have full-time commitment (at least one member), and demonstrate a potential to grow and scale to achieve high impact in the sector.	(1) and (4) all year, and (2) and (3) every term.	Link

Science Discovery Zone	Evidence-based approach to testing big ideas and discovering new ventures with an emphasis on science-based ventures.	Three membership streams apply: (1) Participate, (2) Ideate, and (3) Validate. The requirements for (1): interest in learning how to solve problems, meeting like-minded people, and learning about the evidence-based approach to innovation. It is not necessary to have a business or startup idea. The requirements for (2) are to have an idea/problem that they are passionate about solving and to want to start applying their knowledge to make it a reality. The requirements for (3) are to have an early-stage solution and to require either business or technical support.	All year.	Link
Social Ventures Zone	Building social ventures that create real impact.	Two membership streams apply: (1) Ideation and (2) Incubation. The requirements for (1) are to have an idea for social change, to make the idea a reality, to want to create social change, to be passionate, and to want to be supported as work on the idea starts. The requirements for (2) are to have a social venture that is ready for the next step or to have a social project, enterprise, service, or product that is beginning to make a difference to the people or system that it touches, but you want to take it to the next level. Applications will also be assessed in terms of potential impact, degree of innovation, potential of sustainability, and personal capacity.	Every term.	Link
Transmedia Zone	Developing innovative storytelling across entertainment media platforms.	Two membership streams apply: (1) R&D and (2) Associate. The requirement for (1) is to be looking to radically design new ideas and businesses, focused on the theme of creative recovery. The requirements for (2) are to have an early-stage business idea and be interested in interning with a Creative Studio start-up to develop skills and a concept.	Every term.	Link

Note: Zones regularly introduce new programs and adjust existing programs. Students are advised to contact the Zones or the Office of Zone Learning (zonelearning@ryerson.ca) for current information on Zone entry requirements.

New Course Descriptions –

ZON 100 (Course code TBC) - **Zone Learning Project I**

Calendar Description - This structured experiential learning opportunity allows students to focus on a project within one of Ryerson University's Zones, either as the founder of an initiative or as a partner with an existing

team. The student will improve their knowledge through engaged experiential learning while developing their social and collaborative skills as part of a team and/or a Zone-community. Students will set milestones with the course-instructor based on their individual project or team needs, meet regularly to check on progress/reassess goals, and share accountability-reports with peers. Students will complete regular written updates on milestones, as well as an overall critical self-reflection paper detailing outcomes and next steps for themselves and the project. The student must apply for and be accepted as a member of one of the Zones in order to take this course. Pre-requisites: Departmental consent

ZON 200 (Course code TBC) - Zone Learning Project II

Calendar Description - This will offer students the opportunity to expand the learning undertaken in ZON 100. Students can continue working with the same initiative/team, or develop a new project/relationship. This structured experiential learning opportunity allows students to focus on a project within one of Ryerson University's Zones, either as the founder of an initiative or as a partner with an existing team. The student will improve their knowledge through engaged experiential learning while developing their social and collaborative skills as part of a team and/or a Zone-community. Students will set milestones with the course-instructor based on their individual project or team needs, meet regularly to check on progress/reassess goals, and share accountability-reports with peers. Students will complete regular written updates on milestones, as well as an overall critical self-reflection paper detailing outcomes and next steps for themselves and the project. The student must apply for and be accepted as a member of one of the Zones in order to take this course.

Pre-requisites: Departmental consent

Governance - The Minor will be led by the RTA School of Media and the Department of Computer Science, in close partnership with the Office of Zone Learning. Its governance will be the responsibility of a committee formed by representatives of the Faculty of Communication & Design, the Faculty of Science, the RTA School of Media Curriculum Committee, the Department of Computer Science Curriculum Committee, and the Office of Zone Learning. This committee is expected to meet once a year, after a governance framework is designed and implemented. The committee will verify that all courses are still on offer, and deal with any modifications or structural issues. For the purposes of hiring, loading, or scheduling, the new Zone Learning courses will be officially hosted within one particular School, but the course-code will be an original Zone Learning designation (created in consultation with the Course Calendar team). The hiring for ZON 100 and ZON 200 will be done by the RTA CLAC, in accordance with all CUPE processes. Zone Learning will transfer funds to RTA to cover the costs of the CUPE hire at the end of each term. The RTA CLAC will also manage all CUPE teaching-assessments, and any labour issues. Any major changes to the ZON 100 or ZON 200 courses that would require approval of a curriculum-committee will be submitted to the RTA curriculum committee. We are drafting an MOU to be signed between Zone Learning and RTA that lays out this financial/oversight arrangement, to make sure that the arrangements are documented and can outlast any verbal-only agreements between academic leaders.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new Minor in Innovation and Zone Learning.*

F. NEW INTERDISCIPLINARY MINOR – Cyberstudies

The Faculty of Science proposes a new interdisciplinary Minor in Cyberstudies, to commence in Fall 2021.

Background and Rationale - Cybercrime has become a major concern for businesses, governments and the general population. The World Economic Forum's *Global Risk 2016* report highlights cybersecurity risk is recognized as one of the top commercial risks along with geopolitics, the environment, and the economy.

Cybersecurity and cyber-risk are multi-disciplinary. They are informed by concepts and practices from technology, business, law/ethics/policy as well as human behaviour. The interface between the technical aspects

of cybersecurity and the societal aspects is not always seamless. There is a recognized need for practitioners who can bridge this gap. The overarching objective of this Minor, then, is to provide Ryerson students with skills and concepts to play this bridging role.

The interface between the technical aspects of cybersecurity and the societal aspects – business, law, and ethics – is not always seamless. In fact, many business leaders make the point that they need individuals trained to bridge that interface. Individuals who have a grounding in technical aspects, but are also able to see – and communicate – how the technology influences, and is influenced by, human behaviour, legal and policy frameworks and ethical considerations. We believe that this unmet need provides an excellent opportunity for Ryerson University, and the Faculty of Science, to create a Minor in Cyberstudies which facilitates this bridging.

Given the interdisciplinary nature of cyber risk, a Minor in Cyberstudies would also open a pathway for students from a range of Ryerson Faculties and disciplines to reflect on cybersecurity, cyber crime and cyber risk through the lens of their own core disciplines, and to indeed become the bridge just mentioned. With that view in mind, we propose a Minor which is accessible to students from many different academic domains. Ryerson students would be able take the Minor in Cyberstudies for either personal interest beyond their degree program, or as an area of specific expertise related to their degree and future academic or career goals. In the design of this Minor we have tried to provide students with a broad, rather than deep, flavour of all levels of this framework, but deemphasized the Component and Network Security aspects. This is primarily to make the Minor accessible to as wide a range of Ryerson undergraduates as possible.

Learning outcomes for the Minor -

Foundational Knowledge:

1. Discuss and differentiate the goals of cybersecurity according to their scope of coverage.
2. Discuss the broad impacts of cyber risk, cyber crime, and cybersecurity (e.g. in business, government, and non-profit sectors).
3. Identify and classify cyber vulnerabilities according to how they affect an organization.
4. Describe system level security challenges and list techniques used to prevent and detect such issues.
5. Summarize network security concerns and associated mitigation best practices.

Technical Skills:

6. Apply the scientific method to cyber-risk assessment (e.g. evidence and hypothesis testing).
7. Apply risk management techniques to identify cyber assets in an organization, enumerate cyber threats and vulnerabilities, and conceptualize potential mitigations.
8. Identify data security challenges and apply cryptographic techniques to protect data.
9. Design a computational solution, employing effective and secure computer coding, to address a cybersecurity problem.

Ethics & Policy:

10. Identify the applicable laws and policies related to cyber defense, including the storage and transmission of data.
11. Identify the responsibilities related to the handling of data as it pertains to legal and ethical issues.

Curriculum - Curriculum as it would appear in the Calendar

Minor in Cyberstudies

Requires the completion of 6 courses*

Required (5 courses)

SCI222 Evidence-Based Security

SCI444 Cybersecurity and Society OR ITM825 Enterprise Information Security

CPS171 Introduction to Secure Coding OR CPS109 Computer Science I

CPS571 Introduction to Cybersecurity OR ITM820 Information Systems Security and Privacy

CPS371 Introduction to Security Protocols OR CPS706 Computer Networks I

Electives (select one)**

CPS471 Software Security Fundamentals***

CRM350 Cyber Criminology (has pre-req CRM 100 or CRM 101)

LAW568 Cyber-Crime and Law (has pre-req LAW 121 or CRM 200)

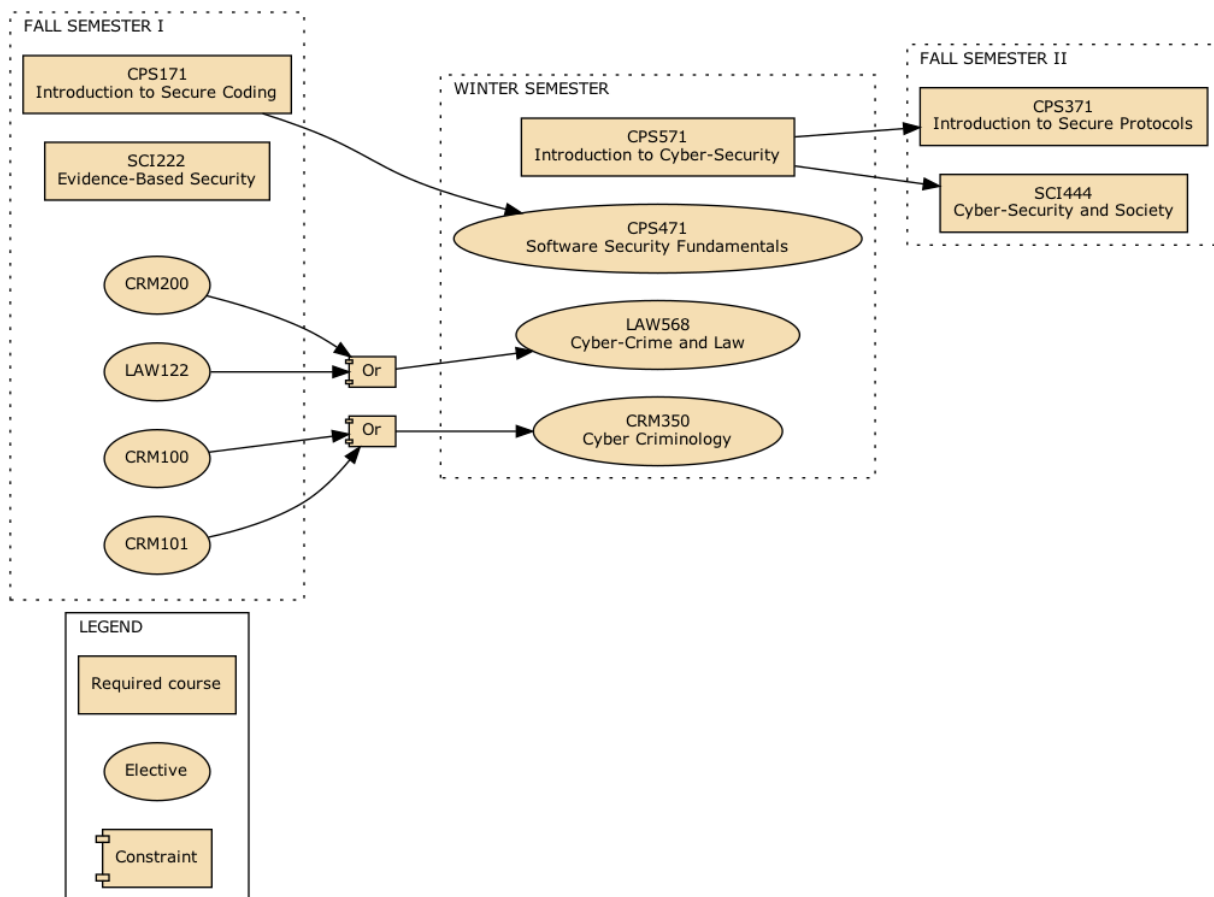
* If students choose CRM350 or LAW568 as electives, they will need to fulfill the prerequisites for these courses. In such cases the student will require more than 6 courses to complete the minor.

** Students pursuing the BSc in Computer Science may count no more than 2 of their core CPS courses towards completion of this Minor.

*** CPS471 is not available to computer science majors. CPS471 Software Security Fundamentals and CPS633 Computer Security are antirequisites.

Description of the Minor as it would appear in the calendar - Cyber-risk and cyber-security breaches are having a major disruptive impact in our connected world. They are also multifaceted issues, drawing on technical subjects, elements of human behaviour, and legal and ethical frameworks. The Minor in Cyberstudies provide students with the ability to see – and communicate – how technology influences, and is influenced by, human behaviour, legal and policy frameworks and ethical considerations, within the context of cyber-security. It also offers a pathway for students from a range of Ryerson Faculties and disciplines to reflect on cybersecurity, cyber crime and cyber risk through the lens of their own core disciplines.

Course pathways - The flowchart below represents both connectivity between course content as well as flow of the courses from semester to semester. It is intended to visualize how students may progress through the minor.



Course Descriptions -

Evidence-Based Security (SCI222), New Course: This course will introduce students to the scientific method, and build an appreciation of how this rigorous method can be used to understand both the social and technological aspects of cyber-risk and cybersecurity. Elements of cyber-risk/cybersecurity will be examined from the point of view of confidentiality, integrity, availability, risk, adversarial thinking, and systems thinking. A strong emphasis will be placed on communication and collaborative discovery.

Pre-requisites: None

Introduction to Cyber-Secure Coding (CPS171), New Course: The course is designed to introduce fundamental concepts in computer programming, such as abstraction and algorithm design. Emphasis is placed on software security through input validation, sanitization, secure declaration and initialization, and secure numerical data types and arithmetic.

Pre-requisites: No previous programming experience needed.

Learning Setting: Weekly one hour of lab and three hours of face-to-face class.

Introduction to Cyber-Security (CPS571), New Course: This course provides a broad overview of key cybersecurity concepts and practices and broadly characterizes the organizational security landscape. It covers foundational security principles, organization risk management, and adversarial thinking as an organizing narrative for a series of content on data security, system security, and internet security. Practical skills such as cyber hygiene and personal device protection for personal security are also emphasized.

Prerequisites: None

Learning Setting: Weekly, 3 h session.

Introduction to Security Protocols (CPS371), New Course: This course is designed to provide a high level overview of common Web Security and Network Security protocols, such as HTTP, TCP/IP, UDP, SSH, DNS, TLS, etc. The focus of the course will be on understanding the high level design of the protocols, their vulnerabilities and how to prevent basic attacks.

Pre-requisites: Introduction to Cyber-Security (CPS571).

Learning Setting: Weekly one hour of lab and three hours of face-to-face class.

Software Security Fundamentals (CPS471), New Course: This course focuses on software security fundamentals, including concepts and theories on cryptographic, authentication, access controls, secure software design principles and practices, software vulnerabilities, threats and attacks.

Prerequisites: Basic knowledge of programming or CPS171.

Learning Setting: Weekly one hour of lab and three hours of face-to-face class.

Cyber-Crime and the Law (LAW568), New Course: This course introduces students to cyber-crime and its relationship to the law in a Canadian context. It describes foundational concepts and core principles in criminal and quasi-criminal law, and how they impact on the current regulatory framework for cyber-crime and considers alternatives in detail. It also explores approaches to effective law enforcement, while considering the question of constitutional and other restraints – including cost – on regulation.

Prerequisites: LAW122 or CRM200

Cyber Criminology (CRM 350), Existing Course: This course builds on criminological studies of crime in the “cyber society” where daily life cannot be understood independent of computers, smartphones, and the internet. In this course we will ask how computer and internet technologies have changed contemporary life by enabling various forms of cybercrime (e.g. criminal hacking, cyberstalking, and cyber fraud) and cyber policing (e.g. surveillance of online activity and collection of “big data” related to crime).

Pre-requisites: TBD

Learning Setting: Weekly 3h lecture.

Cyber-Security and Society (SCI444), New Course: The overarching objective is to enable students to view cybersecurity, with a focus on ethics, communication, and problem solving. The topics cut across various knowledge areas in cyber studies, including Software Security, Human-centred Security, and Societal Security, with a focus on communication and problem solving.

Prerequisite Knowledge: Introduction to Cyber-Security (CPS571) or similar is recommended, but not required.

Constraints - The Minor has two external prerequisites, one each for the courses CRM350 and LAW568 (see flow chart, above). The impact of this is to create three different student scenarios to complete the Minor:

- A. Students do not take CRM250 or LAW568. These students would take courses with a more technical slant. This avoids external prerequisites but limits the interdisciplinarity of the Minor. In this case, the onus to provide ethical/legal context for cyber-security and cyber-risk would fall on SCI444 (Cyber-security and Society).
- B. Students are in programs for which the prerequisite courses are either part of their core program or within the scope of their program-recommended electives. In this case, there is no issue as these students will be able to take the prerequisites as part of their degree completion requirements.
- C. Students who want to take CRM350 and/or LAW568 but whose programs do not support the prerequisites for these courses. These students would have to complete one or two of the prerequisite courses to take the CRM350 and/or LAW568 electives in the Minor.

We believe it is important for students pursuing the Minor to have at least the option of experiencing the broader interdisciplinary nature of cyber-risk/cyber-security. As a result, we maintain the courses CRM350 and LAW568 should be part of the Minor curriculum. However, the Departments of Criminology and Law/Business firmly believe that the prerequisites noted above are essential for students to be able to successfully complete CRM350 and LAW568, respectively.

Antirequisites - On the advice of the Department of Computer Science, the computer science courses CPS417 Software Security Fundamentals and CPS633 Computer Security are antirequisites.

Resource issues - We anticipate there will be substantial student interest in this Minor and expect course enrollments to easily reach several sections in size. In this case, enrollments may add net revenue to the teaching departments which can be used to offset the costs of added teaching capacity. We hope that the Deans of the various participating Faculties will commit to planning and providing the necessary resources to meet the required teaching.

Second, is the need to run lab sections. For the laboratory component of the courses, we intend to use the computer labs of the Department of Computer Science. We foresee the need to install a suite of cyber security software applications in those computers to attend the teaching and learning needs of some of the courses in the Minor. In some instances it may be advantageous to allow students to act as “hackers” and run these as assignments from home, rather than as formal labs.

Delivery - The Minor content is designed to be suitable for students from a wide range of academic backgrounds. The proposed courses will be offered annually in Fall and Winter semesters. As a result, we expect that students will generally not have challenges - beyond their own program schedules - in accessing the Minor courses. We anticipate sections of between 40 and 80 students in each course. The maximum section sizes will be limited by the capacity of lab spaces, but additional lab sections could be run if there is sufficient demand.

Governance - At the outset, the Minor will be administered from the Office of the Dean, Faculty of Science, similar to the approach taken for the existing Minor in Non-Profit and Voluntary Sector Management, by the Faculty of Arts. Over time, the governance structure can be re-evaluated and modified, if necessary.

Anticipated Demand - Eleven programs have expressed interest as of March 4, 2020, with one additional program considering the possibility. Three programs have said they are not interested at this time. The programs that have responded positively include: Arts (History, Politics and Public Administration, Sociology), FCAD (Professional Communications), FCS (Child and Youth Care, Social Work), Science (Computer Science, Mathematics), TRSM (Business Technology Management, Law and Business, Real Estate).

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new Minor in Cyberstudies.*

G. FACULTY OF COMMUNITY SERVICES – URBAN AND REGIONAL PLANNING – Removal of Standing Variation

Background and Rationale - As part of the School of Urban and Regional Planning’s Periodic Program Review process, the Academic Standards Committee (April 13, 2017) asked if the School would consider removing the Standing Variation that requires, “A second failed grade in any given course will lead to a REQUIRED TO WITHDRAW Standing.” The policy is inconsistent with the Ryerson University- wide policy that allows three attempts to clear a course. The School maintained this standing variation in an effort to support rigor and keep students from falling too far out of phase, however it has proven to be both ineffective and unworkable.

Over the past five years, the School’s appeals committee has received six appeals challenging their Required to Withdraw standing as it relates to the current policy. Many of these appeals were allowed. More recently in May 2020, we reached out to FCS Associate Dean, Dr. Nadya Burton to request her advice on a related appeal, and her advice was to allow the appeal, “If both the *School's intent* is to change the policy so that it is in keeping with the RU policy broadly (3 fails of a required course rather than 2), and you have *been asked* to change the policy by the university, then it would make sense to grant the appeal”.

The proposed change was also discussed and approved at the SURP School Council in April, 2018. Based on the above context, the program asks that the standing variation be removed. The program believes that this will reduce the stress of undertaking an appeal and better aligns with university policy.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the removal of the standing variation in the Urban and Regional Planning degree program*

H. FACULTY OF COMMUNICATION AND DESIGN – RTA MEDIA PRODUCTION – New Concentration in Video Game Design

RTA School of Media proposes to add a new concentration entitled “Video Game Design” which will provide students with a broad understanding of video game design and the game industry. It offers a combination of lecture and lab courses through which students learn about what is involved in designing and marketing games. The stream familiarizes students with the non-technical aspects of games both from an industry and a cultural perspective.

The skills students acquire are relevant to work in the game industry in areas such as user research analysis, user experience design, scripting, creative direction, sound design, quality assurance, market research, producing and sales and marketing.

The Video Game Concentration builds on existing courses from three programs (Media Production, New Media and Sport Media) to support the development of foundational skills and knowledge of game design, audiences and industries. It also connects students with a selection of courses that support more specialized learning and prepares them to participate in a studio course as part of a team that creates a working game.

RTA School of Media has offered classes that have explored the medium of video games, either wholly or in part, for many years. This is best demonstrated by how few classes needed to be created to justify the creation of a concentration related to Video Game Design. Because the world of video games is a part of the media ecosystem, it is a logical extension of our existing suite of concentration offerings.

A concentration in Video Game Design will allow students to develop and demonstrate knowledge of;

- The history and structure of the game industry
- The roles involved in the creation of video games
- Audience research and user experience design techniques
- Processes used in the design of characters and interactive environments
- The commonly used engines and programming languages
- Relevant theories such as ludology, affordances and emergence

Learning Outcomes - Detailed below are the learning outcomes for the Bachelor of Arts in Media Production: A graduate of the RTA School of Media with a B.A. in Media Production will be able to:

1. critically analyze media, placing their own work and the work of others in historical, aesthetic, social and commercial contexts;
2. apply critical perspectives to media, media content and the society it reflects while recognizing the limits of current knowledge and understanding;
3. apply advanced principles of storytelling and content development across media genres and platforms;
4. create superior content across various media genres and platforms using proficient media production skills with the ability to pursue specialized areas of interest;
5. analyze, explain and participate in the continually changing landscape of the media industries and related business practices;
6. persuasively convey ideas across various forms of professional communication in visual, written and oral modes to a broad range of public, academic and professional audiences;
7. demonstrate intellectual, interpersonal, leadership and professional skills to create sophisticated media works in order to participate significantly in their communities, academia and their professional lives;
8. demonstrate personal and academic integrity and a commitment to ethical and social responsibility in their work and how they interact with others.

The word “media” is used in many of the learning outcomes above. The effect of the concentration in Video Game Design will be deep and frequent. Video games are a part of the media ecosystem that the degree program previously touched on but did not present as a specific focus. By creating this concentration in Video Game Design, the medium of video games can be applied to all learning outcomes required for the Bachelor of Arts in Media Production.

Structure of the Concentration - Students will be expected to take 6 of the following courses:

RTA222 Computational Arts
 RTA962 Interaction Design
 RTA320 Interactive Storytelling
 RTA840 eSports
 RTA864 Immersive and Interactive Audio
 RTA865 Exploring Virtual Environments
 RTA923 Intro to Writing for Video Games
 RTA928 Intro to Game Design
 RTA934 Virtual Identities & Communities
 RTA953 Mobility & Mixed Reality
 RTA997 Intermediate Game Design
 RTA828 Special Topics in Game Design *new course*

Course Descriptions –

RTA222 Intro to Computational Arts - This studio class introduces students to fundamental concepts, techniques and strategies of computer programming as an art form by teaching how to code interactive programs. The course investigates the interplay between creative expression and technological capability. Emphasis will be placed on computational literacy as well as constructing and evaluating algorithmic creative forms and artefacts.

RTA962 Interaction Design - In this course, students will learn and define modes of interactivity that are available to create experiences and the qualities required to design interesting interactions. The course will examine the history and development of the dialogue surrounding the modern idea of interaction from its influences in theatre, performance, and kinetic sculpture. Students will also explore creative applications of communication paradigms, including the design implications of alternative modalities and practices with the changing cultures of presentation-reception.

RTA320 Interactive Storytelling - This studio course introduces students to the fundamental concepts and strategies for creating interactive and nonlinear narratives. Students learn classic theories of storytelling and editing, as the foundation to crafting compelling interactive narratives. Through a series of projects, students are introduced to different methodologies for creating interactive narrative experiences, including the creation of storyworlds and narrative maps, and the use of character, perspective and time to build choice and viewer agency into the narrative experience.

Pre-req: RTA103 (for Media Production students) or RTA107 (for New Media students) or RTA108 (for Sport Media students)

RTA840 eSports - This course will explore the rapidly expanding world of eSports. By way of lectures, students will examine different elements of eSports, such as culture, multi-platform streaming, gaming development, gaming theory, online communities and the impact of eSports by and via media. eSports will emphasize the impact of the globalization and commercialization of eSports on the traditional broadcast industry.

RTA864 Adv. Audio: Immersive and Interactive Audio - Explorations begin with mixing techniques for cinematic and broadcast surround formats. Moving beyond fixed channel configurations, students create fully immersive spatial audio experiences for fixed perspectives and six degrees of freedom. Finally, students add a layer of interactivity, creating soundtracks that respond to the movements and actions of their audience. This course focuses on interactive soundtrack production for film, television, interactive, game, and XR media applications.

Pre-req: RTA311

RTA865 Exploring Virtual Environments - This course surveys the application of game engines for the creation of virtual environments both in a studio context and on screen. Students will be introduced to important issues relating to the experience of virtual spaces through evaluation of creative projects, products and related research. Students will learn to model and animate objects, create environments and terrains, design interactions, manage assets and rendering.

Pre-req: RTA103 (required by all 3 RTA programs)

RTA923 Intro to Writing for Video Games - In this course, students develop the skills and understanding needed to write sophisticated and emotionally involving video games. Students consider the strengths and limitations of the video game form, how to develop a resonant concept and deep characters, how to integrate gameplay into a story, and how to write for more non-linear and abstract games.

Pre-req: RTA102 (for Media Production students) or RTA107 (for New Media students)

RTA928 Intro to Game Design - This course offers an introduction to the core elements of game design -- game world, character, interactivity, navigation and the mechanics of gameplay. It provides students with the opportunity to develop creative ideas for personal game projects. Using an iterative design process that involves

visual and audience research, paper and digital prototyping, and user testing, students will complete a game design document suitable for further development in production courses, or independently.

RTA934 Virtual Identities & Communities - This survey course examines the role of virtual environments in reshaping early 21st century notions of identity, communities and organizations. Through research projects, students analyze how these practices have altered the nature of mainstream society and question the future of western culture.

RTA953 Mobility & Mixed Reality - This course engages with mobile technologies and their impact on new media art practice through a discussion of contemporary artworks as well as hands-on exercises. This course explores how mobile technologies and mixed reality blur the boundaries between physical and virtual spaces, redefining the relationship we have to interfaces and places. Emphasis will be placed on the production of new participatory experiences focused on physical or virtual locations, boundaries and topologies.

Pre-req: RTA222 (for New Media students) or RTA865 (for Media Production and Sport Media students)

RTA997 Intermediate Game Design - Building on the theoretical and design concepts covered in Introduction to Game Design, this class offers students the opportunity to continue to expand their knowledge of game design, development, and dissemination. They will learn about the importance of audio, interactivity, character, and art direction at an intermediate level. Working in small groups or individually, students will create an interactive digital game.

Pre-req: RTA928

RTA828 Special Topics in Game Design *new course* - This course will build on the ongoing research or creative work of the instructor. It will provide students with the opportunity to participate in leading-edge research or creative projects in the field of video game design. Students will actively contribute to the development, design or production of a specified project.

Pre-req: RTA928

Implementation Plan - The proposed implementation date is Fall 2021. As part of the delivery plan, the term or year of study when a student must declare the Video Game Design concentration should be aligned with existing concentrations in Media Production, so this concentration must be formally declared and completed before applying to graduate allowing time for it to be noted on the academic transcript. Students of Media Production will have reasonable access to these courses as demonstrated by their history of being offered annually by the school. Of the 12 courses proposed, it is anticipated that only a handful of classes (RTA997, RTA864 and RTA828) may be offered every two years, rather than annually. It is expected at least eight classes will be offered in each academic year as available choices for student enrolment and thus application to this new concentration.

The size of class varies greatly. Introductory lectures can accommodate 120+ whereas those classes that we call “production-related” may be as small as 30 so as to accommodate the number of seats in specialty lab spaces, such as RTA864 which demands use of high-end audio facilities available in the Rogers Communications Centre. We anticipate that the seats we offer in each of the classes will meet the demands associated with offering the classes as part of a concentration. We do not anticipate significant issues related to course accessibility, as these courses have run for years without related concern. Because many of these classes have been offered by the RTA School of Media for years, so no resource issues are anticipated.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new Concentration in Video Game Design for the RTA Media Production degree program*

I. TED ROGERS SCHOOL OF MANAGEMENT – HOSPITALITY AND TOURISM MANAGEMENT – Reduction, from 41 to 40, in number of required courses

Rationale - The Ted Rogers School of Hospitality and Tourism Management (HTM) proposes to reduce the number of courses required for the Bachelor of Commerce – Hospitality and Tourism Management program from 41 to 40, beginning in the 2021-22 academic year. The program currently requires students to complete 41 courses (plus a pass/fail 1000 hours of industry work experience requirement course) in order to graduate. This proposal allows the HTM program to align with the other Bachelor of Commerce degree programs in the Ted Rogers School of Management that require only 40 courses to complete the requirements. It also ensures students will not have the added stress of completing an extra course in their first year, similar to their TRSM peers.

Proposed Revisions –

- 1. Move the required course HTH901 (Management Career Strategies) to Professional Elective Table I -** After consultations with our HTM School Council and Faculty during our meetings in the 2019-2020 academic year, it was determined and approved by School Council on March 25, 2020, that HTH901 is a course that many felt should not be a required course and could be removed to accommodate the reduction of courses. Some of the content in this class can be integrated into other required classes and many of the topics covered are services offered by the TRSM Business Career Hub. By moving this course to our Professional Elective table and not completely removing it from our offerings, it allows for students in the previous cohort to finish their requirement, and for those in the new cohort to have it as an elective option if they are interested in the topic. As an elective in the new curriculum we envisage the course becoming more focussed on advanced leadership and management skills.
- 2. Moving the required course HTH503 (Human Resources Administration) from 2nd semester to 3rd semester, followed by moving the required course QMS210 (Business Statistics) from 3rd semester to 4th semester and finally moving LAW122 (Business Law) from 4th semester to 5th semester -** As we need to remove one course from the 2nd semester to make all our semesters have 5 courses, and fill the spot that HTH901 will leave in the 5th semester, we need to reposition some of the courses in subsequent semesters. After reviewing several proposed sequences, it was determined that the best solution requires moving HTH503 (Human Resources Administration) from 2nd semester to 3rd semester, followed by moving the required course QMS210 (Business Statistics) from 3rd semester to 4th semester, and finally moving LAW122 (Business Law) from 4th semester to 5th semester. Moving these courses alleviates some pressure from taking some of the courses students often struggle with most in the first and second year, and does not cause any pre-requisite issues in subsequent semesters, making it the best option.

Ted Rogers School of Hospitality and Tourism Management Ryerson University							
If you entered the program in 2021:							
2021-2022		2022-2023		2023-2024		2024-2025	
1 ST SEMESTER	2 ND SEMESTER	3 RD SEMESTER	4 TH SEMESTER	5 TH SEMESTER	6 TH SEMESTER	7 TH SEMESTER	8 TH SEMESTER
ECN104	ACC100	HTM302	HTA402	HTA602	HTH501	HTA708 or HTR841	HTA708 or HTR841
HTF110 or HTL130	CMN279	HTR741	HTH601	HTH901	HTI404	2 Table I	2 Table I
	ECN204	ITM102	HTM402	1 Table I	1 Table I	2 Table II [◊]	1 Table II [◊]
HTH102		QMS210	LAW122	1 Table II [◊]	1 Table II [◊]		
HTT150	HTF110 or HTL130	1 Lower Liberal	1 Lower Liberal	1 Upper Liberal	1 Upper Liberal	<i>HTH895*</i>	1 Upper Liberal
QMS110	HTH503	<p><i>Moving HTH901 from 5th semester required, to elective Table I.</i></p> <p><i>Moving HTH503 (Human Resources Admin.) from 2nd semester to 3rd semester.</i></p> <p><i>Moving QMS210 (Applied Statistics for Business) from 3rd semester to 4th semester.</i></p> <p><i>Moving LAW122 (Business Law) from 4th semester to 5th semester.</i></p>					<i>HTH895*</i>
5 courses	6 5 courses	5 courses	5 courses	5 courses	5 courses	5 courses	5 courses

Total number of courses needed to graduate: 40 + HTH895 (work experience)

* You must register into HTH895 in either Fall or Winter of your last year after you have completed and submitted your 1000 hours work experience documents through the HTM Hours link on D2L.

Impact on Learning Outcomes - The proposed sequence of the core curriculum will not impact our program learning outcomes. The courses that will be repositioned are in the first two years of the program where the learning outcomes are introduced. The removal of HTH901 (Management Career Strategies) from a required course to the Professional Elective Table I will not have any effect on the UDLE’s as all of the learning outcomes from that course will be covered in other required courses, along with the services provided by the Ted Rogers Business Career Hub.

Program Balance - The program balance among professional, professionally-related and liberal studies courses will remain within the current program model as outlined in Policy 2 and shown below:

	Current Curriculum (41 courses + HTH895 P/F)	Proposed Curriculum 2021 (40 courses + HTH895 P/F)
Core / Professional (60-75%)	31 courses (24 req.,7 elec.) - 73.81 %	30 courses (23 req.,7 elec.) – 73.17 %
PR / OE (10-25%)	5 courses - 11.90 %	5 courses – 12.20 %
Liberal Studies (15-20%)	6 courses - 14.29 %	6 courses – 14.63 %
Total	100 %	100 %

Implementation Plan - The proposed changes to the curriculum will be implemented in Fall 2021. Students that are admitted this Fall 2020 in the current curriculum are scheduled to take the HTH901 required course in the Fall of 2022. HTM Co-Op students that entered the program in 2020, will take HTH901 as a required course in the Fall 2023 semester. This will be the last year that this course will be presented in our curriculum as a required course.

Students admitted into the new curriculum in Fall 2021, will have the new sequence starting in the Winter of 2022. The teaching departments of QMS210 and LAW122 will be advised of the change in sequence of these

courses to adjust their course offerings for the 2022-2023 and 2023- 2024 academic years respectively to accommodate the numbers in our cohorts that need these courses.

The HTM Student Advisor will provide students with these changes and advise them accordingly, based on when they began their studies in the program. When HTH901 moves to a Table I, it will still be offered in the Fall semester to accommodate the students that will be out of phase and that need to take this course in their correct sequence.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the reduction, from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Hospitality and Tourism Management degree program.*

J. TED ROGERS SCHOOL OF MANAGEMENT – RETAIL MANAGEMENT – Reduction, from 45 to 40, in number of required courses

Rationale – Responding to the recommendations that arose from its recent Periodic Program Review, the School of Retail Management proposes to revise its Bachelor of Commerce degree curriculum, beginning in the 2021-22 academic year. The proposed revisions include changes in course sequencing and rearranging required courses to the professional electives list that will result in a consistent student workload with 5 courses in each of the 8 academic semesters - both in the 4-year standard and 5-year co-op programs. The objectives of this modification are:

- 1) To bring the Retail Management degree into alignment with other B.Comm programs at TRSM.
- 2) To improve flexibility for students in determining a timely path toward graduation.
- 3) To enhance retention by reducing student workloads from six courses in several semesters to five courses per term.
- 4) To maintain a maximum degree of choice for students in selecting advanced Professional Elective courses and Professionally Related / Open electives that can lead to program minors, while continuing to meet core Learning Outcomes for all Retail students.

Current and Proposed Curriculum:

Current Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	RMG200	Intro to Retail and Services Mgmt
CMN279	Introduction to Professional Communication	ACC100	Introductory Financial Accounting
GMS200	Introduction to Global Management	ITM102	Business Information Systems I
QMS110	Applied Mathematics for Business	MKT100	Principles of Marketing
MHR405	Organizational Behaviour	QMS210	Applied Statistics for Business
ECN104	Introductory Microeconomics		

Proposed Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	RMG200	Intro to Retail and Services Mgmt
CMN279	Introduction to Professional Communication	ACC100	Introductory Financial Accounting
GMS200	Introduction to Global Management	ITM102	Business Information Systems I

QMS110	Applied Mathematics for Business	MKT100	Principles of Marketing
MHR523	Human Resources Management	QMS210	Applied Statistics for Business

Changes to get from 11 to 10 courses in first year include:

- moving ECN104 out of Semester 1 (current) to Semester 4 (proposed)
- replacing MHR405 with MHR523

Current Curriculum - 2nd Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	RMG300	Retail Information Management
RMG400	Merchandise Buying and Planning 1	RMG303	Managing the Retail Workplace
ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
ENT500	New Venture Start-up	ECN204	Introductory Macroeconomics
Lib Studies	One Table A Lower Liberal Studies	LAW122	Business Law
		Lib Studies	One Table A Lower Liberal Studies

Proposed Curriculum - 2nd Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	RMG300	Retail Information Management
RMG400	Merchandise Buying and Planning 1	RMG303	Managing the Retail Workplace
ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
LAW122	Business Law	ECN104	Introductory Microeconomics
Lib Studies	One Table A Lower Liberal Studies	Lib Studies	One Table A Lower Liberal Studies

Changes to get from 11 to 10 courses in second year include

- Removing ENT500 from Semester 3 and adding to the P.R. / Open Elective table II
- Moving LAW122 from Semester 4 (current) to Semester 3 (proposed)
- Moving ECN104 from Semester 1 (current) into Semester 4 (proposed)
- Moving ECN204 from Semester 4 (current) to Semester 5 (proposed)

Current Curriculum - 3rd Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
RMG910	Omni-Channel Retailing	RMG452	Visual Merchandising and Space Planning
GEO419	Retailing GIS and Geo-demographics	FIN300	Managerial Finance I
Prof Elective	One course from Table I	Prof Elective	One course from Table I
PR / OE	One course from Table II	RM799*	Internship Placement & Prep
Lib Studies	One Table A Lower Liberal Studies	Lib Studies	One Table B Upper Liberal Studies

Proposed Curriculum - 3rd Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
ECN204	Introductory Macroeconomics	RMG452	Visual Merchandising and Space Planning
FIN300	Managerial Finance I	PR / OE	One course from Table II
Prof Elective	One course from Table I	Lib Studies	One Table B Upper Liberal Studies
Lib Studies	One Table A Lower Liberal Studies		
4 year Program with Internship:		RM799*	Internship Placement & Prep
5 year Program with Co-op:		Prof Elective	One course from Table I

Changes to get from 12 to 10 courses in third year include

- Removing RMG910 from Semester 5 and adding to the Professional Elective table I.
- Removing GEO419 from Semester 5 and adding to the P.R. / Open Elective table II.
- Moving ECN204 from Semester 4 (current) to Semester 5 (proposed)
- Moving FIN300 from Semester 6 to Semester 5
- Moving one P.R. / Open Elective Table II from Semester 5 to Semester 6
- Moving one Professional Elective Table I from Semester 6 to Semester 7 for students in the 4-year program
- Substituting RMG799 in Semester 6 with a Professional Elective only for students in the 5 year co-op program.

Current Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	RMG908	Issues and Innovations in Retailing II
RMG801	Retail Career Strategies	RMG925	Leading in Retail Service Organizations
Prof Elective	One courses from Table I	Prof Elective	One course from Table I
PR / OE	<u>TWO</u> courses from Table II	PR / OE	One course from Table II
Lib Studies	One Table B Upper Liberal Studies	Lib Studies	One Table B Upper Liberal Studies

Proposed Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	RMG908	Issues and Innovations in Retailing II
Prof Elective	<u>TWO</u> courses from Table I	Prof Elective	One course from Table I
PR / OE	One course from Table II	PR / OE	<u>TWO</u> course from Table II
Lib Studies	One Table B Upper Liberal Studies	Lib Studies	One Table B Upper Liberal Studies

Changes to get from 11 to 10 courses in fourth year include

- Remove RMG801 from Semester 7 and add it to the Professional Elective Table I
- Remove RMG925 from Semester 8 and add it to Professional Elective Table I
- Moving one P.R. / Open Elective Table II from Semester 7 to Semester 8
- Move one Professional Elective Table I into Semester 7 from Semester 6 in place of RMG801 for students in the 4 year program (or a 5th Professional Elective for those in co-op).

Implementation Plan - Phased-In Summary of Curriculum Changes:

Year 1 – 2021-2022:

- ECN104 moved out of fall semester in 1st year
- MHR405 replaced with MHR523 in fall semester of 1st year

Year 2 – 2022-2023:

- ECN104 moved into Winter semester of 2nd year
- ENT500 removed from Fall semester of 2nd year
- LAW122 moves from Winter to Fall semester of 2nd year
- ECN204 removed from Winter semester of 2nd year

Year 3 – 2023-2024:

- RMG910 removed from Fall semester of 3rd year.
- GEO419 removed from Fall semester of 3rd year.
- FIN300 move from Winter to Fall semester of 3rd year.
- One P.R. / Open Elective Table II moved from Fall to Winter semester of 3rd year.
- For students in 4-year program only: one Professional Elective Table I removed from Winter

Year 4 – 2024-2025:

- One P.R. / Open Elective Table II moved from Fall to Winter semester of 4th year.
- Move one Professional Elective Table I into Fall semester and remove RMG801 from 4th year.
- Move RMG801 from Fall Semester of 4th year to Professional Elective Table 1
- Move RMG925 from Winter Semester of 4th year to Professional Elective Table 1

Effects on Co-op Education - The proposed changes affect the co-op curriculum in a similar fashion to the regular stream of students. Year 1 and 2 (Semesters 1 through 4) remain the same as the regular stream. In Year 3, students in the co-op program continue to follow the current structure that sees semester 6 and semester 5 flipped in sequence versus the regular program (but with no prerequisite implications) to allow for the insertion of two co-op work terms scheduled in the Fall (3rd year) and Winter (4th year). However, this proposal will require one curricular change for co-op students to complete an additional Professional Elective from Table 1 instead of RMG799 Internship Placement and Prep in their 6th academic semester.

Impact on Program Learning Outcomes - The revised curriculum provides additional measures to pursue our current learning outcomes:

Degree Learning Outcome:	Impacted by this Proposal
LO 5a., 5b at a Re-Inforce Level 5a) Employ quantitative and statistical research approaches to making business decisions. 5b) Employ qualitative research approaches to making business decisions.	RMG801 and RMG910 both include these learning outcomes at the reinforcement level. After moving both courses to the P.E. elective table, the curriculum will still cover each LO with 4 courses aligned to LO 5a and 3 courses for LO 5b.
LO 6a 6b, 6c, 6d at Proficiency level. 6a) Communicate and justify business perspectives and solutions to diverse audiences. 6b) Compose clear, consistent and effective forms of written communications utilizing a wide range of media 6c) Compose clear, consistent and effective forms of visual communications utilizing a wide range of media. 6d) Compose and present clear, consistent and effective oral business presentations.	RMG801 and RMG925 currently cover LO's 6a and 6b. In the latter case, 2 other 4 th year courses (RMG500 and RMG908) still include these outcomes. RMG801 also covers LO 6c and 6d, which remain in RMG500 and RMG908 as well. RMG908 becomes the only required course to cover LO 6a (i.e. Communicating solutions to diverse audiences) at this proficiency level; however, 5 of the Professional Elective courses available also cover this LO.
LO 7a, 7b, 7c at Proficiency level.	RMG908 becomes the only required course to cover these Learning Outcomes; however, 6 of the Professional Elective

7a) Work inclusively to frame retail-related issues in a variety of organizational contexts. 7b) Work effectively in teams demonstrating respect for inclusiveness and diversity of opinions. 7c) Develop ongoing personal, ethical, and professional development strategies and plan.	courses available also cover the first two of these LO's while 4 electives remain to cover LO 7c.
Additional Notes:	RMG910 covers 10 other LO's at a reinforcement level; however, moving it to an elective table still leaves a minimum of 3 and in some cases as many as 7 other required RMG courses that reflect the same LO's at the same level.

Program Balance - The program balance among professional, professionally-related/open elective and liberal studies courses in the proposed revised curriculum will more appropriately align with the current program model as outlined in Policy 2 and shown below:

	Current Curriculum (45 courses)	Revised Curriculum (40 courses)
Core / Professional (60-75%)	35 courses (30-31req; 4-5 elect) - 78%	30 courses (25-26 req; 4-5 elect) - 75 %
PR / OE (10-25%)	4 courses - 9%	4 courses - 10 %
Liberal Studies (15-20%)	6 courses - 13 %	6 courses - 15 %
Total	100 %	100 %

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the reduction, from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program.*

K. LIBERAL STUDIES – New Course Proposals

The Liberal Studies Curriculum Committee (LSCC) met on September 24, 2020 to review 9 new liberal studies course proposals. The committee voted in favour of recommending 8 of the course proposals. While the remaining proposal was not recommended for approval, feedback was provided to the originating department, and they were invited to revise and resubmit the proposal in the future. The ASC then reviewed the course proposals, including the one not recommended for approval, and upheld the recommendation of the LSCC. The courses recommended for inclusion in the Liberal Studies curriculum effective Fall 2021 are listed in the table below, along with their calendar descriptions and requisites, where appropriate.

Proposed New Liberal Studies Courses (with calendar descriptions)

Course Code	Course Name + Calendar Description
ASL501 (Department of Languages, Literatures and Cultures)	Advanced American Sign Language I - This course, taught in ASL, is for intermediate students wishing to learn complex concepts, narrative structures as well as registers. Students will translate written texts into ASL using proper structures and learn extensively about ASL culture. By the end of this course, students should be able to conduct conversations involving several people, express nuanced emotions and feelings and understand the norms of ASL culture. Students with restricted dexterity may find this course challenging. (UL) Pre-requisites: ASL 401 or placement test.
ASL601 (Department of Languages,	Advanced American Sign Language II - This course, taught in ASL, is for intermediate-to-advanced students wishing to further develop complex concepts, narrative structures and registers. Students will translate written texts into ASL

Literatures and Cultures)	using proper structures and develop their knowledge of ASL culture. By the end of this course, students should be able to comfortably lead conversations involving several people, express opinions and decisions, and incorporate a variety of classifiers in context-appropriate structures. Students with restricted dexterity may find this course challenging. (UL) Prerequisites: ASL 501 or placement test.
CHN612 (Department of Languages, Literatures and Cultures)	Contemporary Chinese Language and Culture - This course, taught in Chinese, introduces students to crucial elements of cultural studies, linguistic and literary analysis for an appreciation of the Chinese language and culture. Students examine different genres of writing, demotic and scholarly texts, and select works of representative contemporary Chinese literary figures. Basic essay skills form an integral part of the course, with special attention to complex grammatical structures, various language registers (written and spoken), and sociolinguistic issues in modern Chinese. (UL) Prerequisites: CHN 601 or placement test (www.ryerson.ca/l1c). Students who have received middle-school level Chinese education are not eligible for this course.
HAU100 (Department of Languages, Literatures and Cultures)	Haudenosaunee Cultural Perspective - This course explores Haudenosaunee (Iroquois or Six Nations) culture, teachings, and traditions. Through culture-based knowledge and history, students gain a deeper understanding of and appreciation for the Haudenosaunee (meaning People of the Longhouse) culture in its full diversity. The culture's invaluable teachings and oral tradition, including the formation of one of the first democratic governments on Turtle Island, are at the core of this introductory course. (LL)
HAU400 (Department of Languages, Literatures and Cultures)	Haudenosaunee Leaders and Writers - For well over a century Haudenosaunee authors have produced a multitude of works that are grounded by Haudenosaunee culture and perspective. This course will examine the works of authors with Haudenosaunee (Mohawk, Oneida, Onondaga, Cayuga, Seneca, & Tuscarora, also collectively known as Iroquois) descent across the many genres of writing where their work is present. Through the examination of Haudenosaunee authors' works, a deeper understanding of Haudenosaunee culture and leadership qualities will be revealed.(UL)
MHK101 (Department of Languages, Literatures and Cultures)	Introductory Kanyen'kéha I - This course concentrates on developing students' speaking proficiency of Kanyen'kéha (Mohawk) at the novice level. Kanyen'kéha being a verb-based and polysynthetic language, this course will focus on conversation and verb construction in order to provide students with a strong foundation to progress with learning Kanyen'kéha. Students will develop an understanding of the basic grammatical structures and will also explore Haudenosaunee (Iroquois) culture, traditions, and perspective as they relate to language. (LL)
MHK201 (Department of Languages, Literatures and Cultures)	Introductory Kanyen'kéha II - This course continues to concentrate on further developing students' speaking proficiency of Kanyen'kéha (Mohawk) at the novice level. Kanyen'kéha being a verb-based and polysynthetic language, this course further focuses on conversation and verb construction in order to provide students with a strong foundation to progress with learning Kanyen'kéha. Students develop an understanding of the basic grammatical structures and also explore Haudenosaunee (Iroquois) culture, traditions, and perspective as they relate to language. (LL)

	Prerequisites: MHK101 or placement test, or permission from the Department.
POH105 (School of Occupational and Public Health)	An Ounce of Prevention: Lessons from Public Health's Past - This course will visit key developments and figures from the history of public health including Canadian and international examples. Topics will include the epidemiologic transition, origins of epidemiology and the history of sanitation, occupational health, vaccination, anti-vaccination, tobacco, road safety, HIV-AIDS epidemic, and health of marginalized populations. What lessons can we learn from public health's past as we build a healthier human population in the 21 st century? (LL)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the eight new course proposals for addition to the Liberal Studies elective tables.*

L. LAW – JURIS DOCTOR – Curriculum modifications

The Faculty of Law is proposing two changes to the second year curriculum of the Juris Doctor degree program, effective Fall 2021:

1. **A Change In the Number of Core Required Classes** - The law curriculum was originally designed with core required classes for first and second year and core elective classes in one semester of year 3. This meant that students could only elect 5 out of 30 courses in law school at Ryerson and only in third year. We propose allowing students to elect 5 more classes (bringing the total number of electives to 10/30).

The faculty proposes changing the following classes from required to elective: *JUR 202 Family Law, JUR 205 Advocacy and Alternative Dispute Resolution, JUR 206 Wills and Estates, JUR 207 Legal Innovation, JUR 208 Intellectual Property and Privacy*

The current curriculum has left the students with too few opportunities (one semester) to explore other practice areas prior to graduation. Moreover, students have no opportunity to develop any depth of knowledge in a given practice area through related courses prior to graduation. Increased choice provides the faculty with the power to offer these above courses for those interested while permitting other students to develop their interests in other practice areas (i.e. criminal, real estate, corporate commercial). This approach to exposing students to different practice areas reinforces Ryerson's approach to practice readiness.

The learning outcomes will not be impacted by these changes for the following reasons:

- All Integrated Practice Curriculum (Ontario Law Society) requirements as well as Federation of Law Society requirements will be met in mandatory classes.
- The total number of practitioner hours over the semester will remain at 12 (as students will have 2 hours of contact per week with a practitioner for 6 weeks (whereas the current curriculum has 1 hour a week with a practitioner for 12 weeks).
- All elective courses will be designed by the respective instructors to incorporate IPC/practice requirements that reinforce learning objectives introduced in mandatory classes

2. **Change in Mode of Delivery** - It has become apparent that teaching all courses in the second year as two-week modules has significant impacts on several other objectives normally met by law schools, including the absence of electives in second year, the lack of variety in course selection, capacity to participate in co-curricular learning (moots, clinics, clubs, pro bono, exchanges etc.) and its impact on learning objectives (i.e. related to innovation and legal doctrine) over the course of a year.

In order to address these difficulties and maintain its commitment to simulated practice, the law faculty proposes a change in which students will undertake semester length learning for all non-Intensive classes in Fall and Winter semester of second year. However, simulated firm practice will be maintained in three semester length courses (*JUR 201 Business Law & Practice & JUR 203 Civil Procedure & Practice & JUR 200 Business of*

Lawyering) that divides the time between doctrinal learning and simulated practice. The format reflects the same learning methodology and delivery already approved by Senate for the original law school submission, merely extending out the time for delivery of both doctrine and practice over the course of the semester (rather than two weeks).

The remainder of the mandatory and elective classes offered in second year will maintain a commitment to incorporate practice based IPC skills through a variety of techniques that reflect the commitment to practice readiness and technology (reinforcing two of Ryerson's pillars). These include practice-based assignments and practitioner teaching. This ensures that the law school will meet learning objectives undertaken in relation to Quality Council, IPC and the Federation of Law Societies. The number of hours attributed for each course will remain the same.

Current Curriculum (Note: all mandatory courses are in **bold**)

Term 1	Term 2
<i>JUR 400 Ryerson Law School Intensive</i> <i>JUR 100 Legal Research & Writing</i> <i>JUR 101 Contract Law</i> <i>JUR 102 Tort Law</i> <i>JUR 103 Property Law</i> <i>JUR 104 Ethics & Professionalism</i>	<i>JUR 401 Technology Innovation Intensive</i> <i>JUR 105 Foundations of Law and Legal Methods</i> <i>JUR 106 Criminal Law</i> <i>JUR 107 Constitutional Law</i> <i>JUR 108 Administrative and Regulatory Law</i> <i>JUR 109 Indigenous Law in Canada</i>
Term 3	Term 4
<i>JUR 402 Financial Intensive</i> <i>JUR 200 The Business of Lawyering</i> <i>JUR 201 Business Law</i> <i>JUR 202 Family Law</i> <i>JUR 203 Civil Procedure</i> <i>JUR 204 Social Innovation and the Law</i>	<i>JUR 403 Coding Intensive</i> <i>JUR 205 Advocacy and Alternative Dispute Resolution</i> <i>JUR 206 Wills and Estates</i> <i>JUR 207 Legal Innovation</i> <i>JUR 208 Intellectual Property and Privacy</i> <i>JUR 209 Access to Justice Solutions</i>
Term 5 (or 6)	Term 6 (or 5)
<i>JUR 404 Emotional and Cultural Quotient Intensive</i> Five electives from the following: <i>JUR 301 Global Civil Society and the Law</i> <i>JUR 302 Real Estate Law</i> <i>JUR 303 Labour and Employment Law</i> <i>JUR 304 Advanced Corporate/Commercial Law</i> <i>JUR 305 Interdisciplinary Lawyering</i> <i>JUR 306 Environmental Law</i> <i>JUR 307 Children and the Law</i> <i>JUR 308 Immigration Law</i> <i>JUR 309 Criminal Procedure</i> <i>JUR 310 Law and Practice</i> <i>JUR 311 Evidence</i> <i>JUR 312 Law and Injustice</i> <i>JUR 313 Advanced Legal Solutions</i> <i>JUR 314 Private International Law</i> <i>JUR 315 Public International Law</i>	<i>JUR 300 Professional Placement (4 months)</i>

Revised Curriculum - All mandatory courses are in **bold**. Courses highlighted with an asterisk (*) will have a revised course title/description - category 1 minor modification. Courses marked with an ampersand (@) are proposed new elective courses - category 2 minor modification.

Term 1	Term 2
<p><i>JUR 400 Law and Legal Methods Intensive*</i> <i>JUR 100 Legal Research & Writing</i> <i>JUR 101 Contract Law</i> <i>JUR 102 Tort Law</i> <i>JUR 103 Property Law</i> <i>JUR 104 Ethics & Professionalism</i></p>	<p><i>JUR 401 Technology Innovation Intensive</i> <i>JUR 105 Foundations of Legal Theory*</i> <i>JUR 106 Criminal Law</i> <i>JUR 107 Constitutional Law</i> <i>JUR 108 Administrative and Regulatory Law</i> <i>JUR 109 Indigenous and Aboriginal Law*</i></p>
Term 3	Term 4
<p><i>JUR 402 Financial Intensive</i> <i>JUR 201 Business Law & Practice*</i> <i>JUR 204 Data, Code & Social Innovation*</i></p> <p>Three electives from the following: <i>JUR 202 Family Law</i> <i>JUR 205 Advocacy & Alternative Dispute Resolution</i> <i>JUR 206 Wills and Estates</i> <i>JUR 207 Legal Innovation*</i> <i>JUR 208 Intellectual Property Law*</i> <i>JUR 210 Privacy Law[@]</i> <i>JUR 301 Global Civil Society and Law</i> <i>JUR 302 Real Estate Law</i> <i>JUR 303 Labour and Employment Law</i> <i>JUR 305 Interdisciplinary Lawyering</i> <i>JUR 306 Environmental Law</i> <i>JUR 307 Children and the Law</i> <i>JUR 308 Immigration and Refugee Law*</i> <i>JUR 309 Criminal Procedure</i> <i>JUR 310 Tax Law and Practice</i> <i>JUR 311 Evidence</i> <i>JUR 312 Law and Injustice</i> <i>JUR 313 Advanced Legal Solutions</i> <i>JUR 314 Private International Law</i> <i>JUR 315 Public International Law</i></p>	<p><i>JUR 403 Coding Intensive</i> <i>JUR 200 Business of Lawyering</i> <i>JUR 203 Civil Procedure & Practice*</i> <i>JUR 209 Access to Justice & Technology*</i></p> <p>Two electives from the following: <i>JUR 202 Family Law</i> <i>JUR 205 Advocacy and Alternative Dispute Resolution</i> <i>JUR 206 Wills and Estates</i> <i>JUR 207 Legal Innovation*</i> <i>JUR 208 Intellectual Property Law*</i> <i>JUR 210 Privacy Law[@]</i> <i>JUR 301 Global Civil Society and Law</i> <i>JUR 302 Real Estate Law</i> <i>JUR 303 Labour and Employment Law</i> <i>JUR 304 Advanced Corporate/Commercial Law</i> <i>JUR 305 Interdisciplinary Lawyering</i> <i>JUR 306 Environmental Law</i> <i>JUR 307 Children and the Law</i> <i>JUR 308 Immigration and Refugee Law*</i> <i>JUR 309 Criminal Procedure</i> <i>JUR 310 Tax Law and Practice</i> <i>JUR 311 Evidence</i> <i>JUR 312 Law and Injustice</i> <i>JUR 313 Advanced Legal Solutions</i> <i>JUR 314 Private International Law</i> <i>JUR 315 Public International Law</i></p>
Term 5 (or 6)	Term 6 (or 5)
<p><i>JUR 404 Emotional and Cultural Quotient Intensive</i> Five electives from the following: <i>JUR 202 Family Law</i> <i>JUR 205 Advocacy and Alternative Dispute Resolution</i> <i>JUR 206 Wills and Estates</i></p>	<p><i>JUR 300 Professional Placement</i> (4 months)</p>

<p><i>JUR 207 Legal Innovation</i></p> <p><i>JUR 208 Intellectual Property Law*</i></p> <p><i>JUR 210 Privacy Law[@]</i></p> <p><i>JUR 301 Global Civil Society and Law</i></p> <p><i>JUR 302 Real Estate Law</i></p> <p><i>JUR 303 Labour and Employment Law</i></p> <p><i>JUR 304 Advanced Corporate/Commercial Law</i></p> <p><i>JUR 305 Interdisciplinary Lawyering</i></p> <p><i>JUR 306 Environmental Law</i></p> <p><i>JUR 307 Children and the Law</i></p> <p><i>JUR 308 Immigration and Refugee Law*</i></p> <p><i>JUR 309 Criminal Procedure</i></p> <p><i>JUR 310 Tax Law and Practice</i></p> <p><i>JUR 311 Evidence</i></p> <p><i>JUR 312 Law and Injustice</i></p> <p><i>JUR 313 Advanced Legal Solutions</i></p> <p><i>JUR 314 Private International Law</i></p> <p><i>JUR 315 Public International Law</i></p>	
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Summary of Changes

- Change 5 courses from core required to core elective: *JUR 202 Family Law, JUR 205 Advocacy and Alternative Dispute Resolution, JUR 206 Wills and Estates, JUR 207 Legal Innovation, JUR 208 Intellectual Property and Privacy,*
- Deliver all second year courses over the course of the semester and not in two week modules (except for the intensives)
- Ensure that the 5 elective slots referred to in the bullet above all draw from the same course list.³ This list will include the repositioned second year mandatory courses (*JUR 202 Family Law, JUR 205 Advocacy and Alternative Resolution, JUR 206 Wills and Estates, JUR 207 Legal Innovation, JUR 208 Intellectual Property Law,* and *JUR 210 Privacy Law,* with the last two new electives representing a proposed split of *JUR 208 Intellectual Property and Privacy*)
- Separate out Intellectual Property and Privacy into two separate courses to reflect how the topics are taught in law schools generally and provide sufficient time for meeting distinct substantive material and skills.

Impact on Learning Outcomes - Table 1, adapted from Appendix O of Ryerson's Quality Council submission, shows how each of the program's 14 learning outcomes shown in Column 1 align first with the competency groups found in the National Entry to Practice Competencies that formed the foundation of FLSC submission (Column 2)⁴ and with the required and elective courses in the revised program (Column 3).

Table 1: Program Learning Outcomes and the Revised Curriculum

Learning Outcomes	Associated	Where Learning Outcomes Appear in Required and Elective Courses
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³ The one exception is that *JUR 304 Advanced Corporate/Commercial Law* will not be offered in the list as one of the three elective slots in Term 3 as Business Law & Practice is a prerequisite

⁴ This list was taken from the FLSC's 2012 report National Entry to Practice Competency Profile for Lawyers and Quebec Notaries, whose themes were used to create the program's 14 learning outcomes as found in the Quality Council submission. It should be noted that the Originating Committee added to the original competency list in Ryerson's FLSC submission to account for what the committee saw as additional competencies necessary for contemporary entry to practice. These additional competencies—1.1d and 2.7 to 2.11 in Column 1—are shown in Column 2 of Tables 1 and 2 in italics.

	National Entry to Practice Competencies - Areas of Knowledge/Skills	
<p><i>1. Knowledge of the Canadian Legal System</i> - Describe and apply principles of the constitutional law of Canada, including the Charter of Rights and Freedoms, human rights principles, Aboriginal rights and Indigenous traditions, key principles of common law and equity, the administration of law in Canada, the legislative and regulatory system and statutory construction and interpretation.</p>	<p><i>1.1 Canadian Legal System</i> a. The constitutional law of Canada, including federalism and the distribution of legislative powers b. The Charter of Rights and Freedoms c. Human rights principles d. <i>The rights of Aboriginal peoples of Canada and Indigenous traditions.</i> e. Key principles of common law and equity. f. Administration of the law in Canada, including the organization of the courts, tribunals, appeal processes and non-court dispute resolution systems g. Legislative and regulatory system h. Statutory construction and interpretation.</p>	<p><i>Required Courses:</i> <i>First year</i> - Law and Legal Methods Intensive - Legal Research and Writing - Contract Law - Torts Law - Property Law - Ethics and Professionalism - Fdns. of Legal Theory - Criminal Law - Constitutional Law - Adm. and Reg. Law - Indigenous and Aboriginal Law <i>Second year</i> - Business Law & Practice - Civil Procedure & Practice - Data, Code & Social Innovation - Business of Lawyering <i>Third year</i> - Professional Placement <i>Elective Courses:</i> - Family Law - Advocacy and ADR - Wills and Estates - Intellectual Property Law - Privacy Law - Global Civil Society and the Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Interdisciplinary Lawyering - Environmental Law - Children and the Law - Immigration and Refugee Law - Criminal Procedure - Law and Practice - Evidence - Law and Injustice - Private International Law - Public International Law</p>
<p><i>2. Knowledge of Canadian Substantive Law</i> - Describe and apply principles on Canadian substantive law including private and public law, corporate and commercial law, family</p>	<p><i>1.2 Canadian Substantive Law</i> a. Contracts b. Property c. Torts d. Family e. Corporate and commercial f. Wills and estates g. Criminal h. Administrative</p>	<p><i>Required Courses:</i> <i>First year</i> - Law and Legal Methods Intensive - Legal Research and Writing - Contract Law - Torts Law - Property Law - Fdns. of Legal Theory - Criminal Law</p>

<p>law, wills and estates, evidence, rules of procedure, and alternative dispute mechanism procedures.</p>	<p>i. Evidence j-i. Rules of procedure: Civil j-ii. Rules of procedure: Criminal j-iii. Administrative j-iv. Alternative dispute resolution processes k-i. Procedures applicable to the following types of transactions: Commercial k-ii. Procedures applicable to the following types of transactions: Real Estate k-iii. Procedures applicable to the following types of transactions: Wills and Estates 1. <i>Indigenous legal traditions</i></p>	<ul style="list-style-type: none"> - Constitutional Law - Adm. and Reg. Law - Indigenous and Aboriginal Law <p><i>Second-year</i></p> <ul style="list-style-type: none"> - Financial Intensive - Business Law & Practice - Civil Procedure & Practice <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Advocacy and ADR - Wills and Estates - Intellectual Property Law - Privacy Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Environmental Law - Children and the Law - Criminal Procedure - Law and Practice - Evidence - Private International Law - Public International Law
<p>3. Ethics and Professionalism - Outline the principles of ethical conduct, professional integrity and the respectful treatment of participants in the legal process.</p>	<p>1.3 Ethics and Professionalism Knowledge a. Principles of ethics and professionalism applying to the practice of law in Canada</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Ethics and Professionalism - Fdns. of Legal Theory - Criminal Law - Indigenous and Aboriginal Law <p><i>Second year</i></p> <ul style="list-style-type: none"> - Business Law & Practice - Data, Code & Social Innovation - Access to Justice & Technology - Business of Lawyering <p><i>Third-year</i></p> <ul style="list-style-type: none"> - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Advocacy and ADR - Global Civil Society and the Law - Environmental Law - Children and the Law - Immigration and Refugee Law - Law and Injustice
<p>4. Ethics and Professionalism Skills - Recognize, critically analyze, and make reasoned decisions about ethical issues</p>	<p>2.1 Ethics and Professional Skills a. Identify ethical issues and problems b. Engage in critical thinking about Ethical Issues</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Contract Law - Torts Law

<p>based on the highest standards of professionalism.</p>	<p>c. Make informed and reasoned decisions about ethical issues. d. <i>Display behaviour consistent with academic integrity</i></p>	<ul style="list-style-type: none"> - Property Law - Technology Innovation Intensive - Ethics and Professionalism - Fdns. of Legal Theory - Criminal Law - Constitutional Law - Adm. and Reg. Law - Indigenous and Aboriginal Law <i>Second year</i> - Business Law & Practice - Data, Code & Social Innovation - Access to Justice & Technology - Business of Lawyering <i>Third year</i> - Professional Placement - EQ/CQ Intensive <i>Elective Courses:</i> - Family Law - Advocacy and ADR - Global Civil Society and the Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Interdisciplinary Lawyering - Environmental Law - Children and the Law - Immigration and Refugee Law - Criminal Procedure - Law and Practice - Evidence - Law and Injustice - Advanced Legal Solutions - Private International Law - Public International Law
<p>5. Oral and Written Communication Skills - Communicate clearly, use language suitable to one's purpose and audience, craft well reasoned and accurate legal arguments, and appropriately elicit information from clients.</p>	<p>2.2 Oral and Communication Skills a. Communicate clearly in the English or French language b. Identify the purpose of the proposed communication c. Use correct grammar and spelling d. Use language suitable to the purpose of the communication and the intended audience e. Elicit information from clients and others f. Explain the law in language appropriate to audience g. Obtain instructions h. Effectively formulate and present well-reasoned and accurate</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Contract Law - Torts Law - Property Law - Ethics and Professionalism - Technology Innovation Intensive - Fdns. of Legal Theory - Criminal Law - Constitutional Law - Adm. and Reg. Law - Indigenous and Aboriginal Law <i>Second year</i> - Financial Intensive - Business Law & Practice - Civil Procedure & Practice

	<p>legal argument, analysis, advice or submissions</p> <p>i. Advocate in a manner appropriate to the legal and factual context</p> <p>j. Negotiate in a manner appropriate to the legal and factual context</p>	<ul style="list-style-type: none"> - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <p><i>Third year</i></p> <ul style="list-style-type: none"> - Professional Placement - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Advocacy and ADR - Wills and Estates - Legal Innovation - Intellectual Property Law - Privacy Law - Global Civil Society and the Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Interdisciplinary Lawyering - Environmental Law - Children and the Law - Immigration and Refugee Law - Criminal Procedure - Law and Practice - Evidence - Law and Injustice - Advanced Legal Solutions - Private International Law - Public International Law
<p><i>6. Analytical Skills -</i> Identify, research, analyze legal issues and to craft legal solutions that are most appropriate to the context and effectively meet the needs of clients.</p>	<p><i>2.3 Analytical Skills</i></p> <p>a. Identify client's goals and objectives</p> <p>b. Identify relevant facts, and legal, ethical, and practical issues</p> <p>c. Analyze the results of research</p> <p>d. Identify due diligence required</p> <p>e. Apply the law to the legal and factual context</p> <p>f. Assess possible courses of action and range of likely outcomes</p> <p>g. Identify and evaluate the appropriateness of alternatives for resolution of the issue or dispute</p> <p>h. Craft legal solutions based on factual, legal and relevant contextual research</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Contract Law - Torts Law - Property Law - Ethics and Professionalism - Technology Innovation Intensive - Fdns. of Legal Theory - Criminal Law - Constitutional Law - Adm. and Reg. Law - Indigenous and Aboriginal Law <p><i>Second year</i></p> <ul style="list-style-type: none"> - Financial Intensive - Business Law & Practice - Civil Procedure & Practice - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <p><i>Third year</i></p>

		<ul style="list-style-type: none"> - Professional Placement - EQ/CQ Intensive <i>Elective Courses:</i> - Family Law - Advocacy and ADR - Wills and Estates - Legal Innovation - Intellectual Property Law - Privacy Law - Global Civil Society and the Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Interdisciplinary Lawyering - Environmental Law - Children and the Law - Immigration and Refugee Law - Criminal Procedure - Law and Practice - Evidence - Law and Injustice - Advanced Legal Solutions - Private International Law - Public International Law
<p>7. <i>Research Skills</i> - Identify legal issues, select relevant sources and methods, and apply legal reasoning and argument techniques using both primary and secondary resources in a range of fields.</p>	<p>2.4 <i>Research Skills</i></p> <p>a. Conduct factual <i>and contextually relevant</i> research</p> <p>b. Conduct legal research including identifying legal issues</p> <p>c. Conduct legal research including selecting relevant sources and methods</p> <p>d. Conduct legal research including using techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues</p> <p>e. Conduct legal research including identifying, interpreting and applying results of research</p> <p>f. Conduct legal research including effectively communicating the results of research</p> <p>g. Conduct research on procedural issues</p> <p>h. <i>Conduct primary and secondary research in a range of fields</i></p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Fdns. of Legal Theory - Criminal Law - Indigenous and Aboriginal Law <p><i>Second year</i></p> <ul style="list-style-type: none"> - Business Law & Practice - Civil Procedure & Practice - Data, Code & Social Innovation - Advocacy and ADR - Access to Justice & Technology <p><i>Third year</i></p> <ul style="list-style-type: none"> - Professional Placement <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Wills and Estates - Legal Innovation - Intellectual Property Law - Privacy Law - Global Civil Society and the Law - Real Estate Law - Labour and Employment Law - Advanced Corporate/ Commercial Law - Interdisciplinary Lawyering - Environmental Law - Children and the Law

		<ul style="list-style-type: none"> - Immigration and Refugee Law - Criminal Procedure - Law and Practice - Evidence - Law and Injustice - Advanced Legal Solutions - Private International Law - Public International Law
<p>8. <i>Client Relationship and Management Skills</i></p> <p>- Strategically manage client relationships appropriate to client circumstances.</p>	<p>2.5 <i>Client Relationship and Management Skills</i></p> <p>a. Manage client relationships (including establishing and maintaining confidence and managing client expectations throughout the retainer)</p> <p>b. Develop legal strategy and advise client in light of client's circumstances (for example, diversity, age, language, disability, socioeconomic, and cultural context)</p> <p>c. Advise client in light of client's circumstances (for example, diversity, age, language, disability, socioeconomic, and cultural context)</p> <p>d. Maintain client communications</p> <p>e. Document advice given to and instructions received from client</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Legal Research and Writing - Ethics and Professionalism - Fdns. of Legal Theory <p><i>Second year</i></p> <ul style="list-style-type: none"> - Business Law & Practice - Civil Procedure & Practice - Data, Code & Social Innovation - Business of Lawyering <p><i>Third year</i></p> <ul style="list-style-type: none"> - Professional Placement - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Advocacy and ADR - Wills and Estates - Legal Innovation - Intellectual Property Law - Privacy Law
<p>9. <i>Practice Management Skills</i> - Demonstrate a basic understanding of business fundamentals and manage professional responsibilities such as managing time, files, and finances, and the delegation of tasks</p>	<p>2.6 <i>Practice Management Skills</i></p> <p>a. Manage time (including prioritizing and managing tasks, tracking deadlines)</p> <p>b. Delegate tasks and provide appropriate supervision</p> <p>c. Manage files (including opening/closing files, checklist development, file storage/destruction)</p> <p>d. Manage finances (including trust accounting) <i>and demonstrate a basic understanding of business fundamentals and be able to read and understand basic financial documents</i></p> <p>e. Manage professional responsibilities (including ethical, licensing and other professional responsibilities)</p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Ethics and Professionalism - Fdns of Legal Theory <p><i>Second year</i></p> <ul style="list-style-type: none"> - Financial Intensive - Business Law & Practice - Civil Procedure & Practice - Access to Justice & Technology <p><i>Third year</i></p> <ul style="list-style-type: none"> - Professional Placement - Business of Lawyering - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Family Law - Advocacy and ADR - Wills and Estates - Legal Innovation - Intellectual Property Law - Privacy Law
<p>10. <i>Technology Related Skills</i> - Assess</p>	<p>2.7 <i>Technology Related Skills</i></p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p>

<p>technological solutions to legal issues, identify the relevant tools used to conduct data analytics and apply digital literacy in a range of legal contexts.</p>	<p>a. <i>Review options, analyze requirements, evaluate and apply technological solutions to legal issues</i> b. <i>Apply relevant tools, such as artificial intelligence and quantitative legal prediction, to conduct data analytics in a range of legal contexts</i> c. <i>Display digital literacy by communicating with technology professionals to exercise options and effectively communicate digital needs and identify strategies for solving legal problems</i> d. <i>Apply digital literacy to conduct business process analysis (i.e. analyze technology architecture, evaluate options and select the best alternative)</i></p>	<ul style="list-style-type: none"> - Contracts Law - Torts Law - Property Law - Technology Innovation Intensive - Criminal Law - Constitutional Law - Adm. & Reg. Law <p><i>Second year</i></p> <ul style="list-style-type: none"> - Financial Intensive - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Legal Innovation - Advanced Legal Solutions
<p><i>11. Awareness Skills -</i> Recognize the emotional impact of words and actions, adapt to differing cultural perspectives, and relate one's own professional goals to societal needs and the public interest.</p>	<p><i>2.8 Awareness Skills</i> a. <i>Recognize and respond to the emotional impact of words and actions on others</i> b. <i>Adapt and respond respectfully to differing cultural perspectives in communications</i> c. <i>Relate their own professional goals to societal needs and public interest</i></p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Law and Legal Methods Intensive - Ethics and Professionalism - Technology Innovation Intensive - Fdns. of Legal Theory - Indigenous and Aboriginal Law <p><i>Second year</i></p> <ul style="list-style-type: none"> - Data, Code & Social Innovation - Access to Justice & Technology - Business of Lawyering <p><i>Third year</i></p> <ul style="list-style-type: none"> - Professional Placement - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Advocacy and ADR - Interdisciplinary Law - Law and Injustice
<p><i>12. Change Management Skills -</i> Identify and apply appropriate methods to facilitate stakeholder transition of legal practice to the use of new technologies, new processes or other shifts in modes of operation.</p>	<p><i>2.9 Change Management Skills</i> a. <i>Utilize change management techniques in confronting novel legal issues</i></p>	<p><i>Required Courses:</i></p> <p><i>First year</i></p> <ul style="list-style-type: none"> - Ethics and Professionalism - Technology Innovation Intensive <p><i>Second year</i></p> <ul style="list-style-type: none"> - Financial Intensive - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <p><i>Third year</i></p> <ul style="list-style-type: none"> - EQ/CQ Intensive <p><i>Elective Courses:</i></p> <ul style="list-style-type: none"> - Legal Innovation

<p>13. <i>Autonomy & Professional Capacity Skills</i> - Exercise initiative, personal responsibility and accountability in personal and group contexts and manage learning in changing circumstances.</p>	<p>2.10 <i>Autonomy & Professional Capacity Skills</i> a. <i>Exercise initiative, personal responsibility and accountability in personal and group contexts</i> b. <i>Manage learning in changing circumstances, both within and outside the discipline</i></p>	<p><i>Required Courses:</i> <i>First year</i> - Law and Legal Methods Intensive - Ethics and Professionalism <i>Second year</i> - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <i>Third year</i> - Professional Placement - EQ/CQ Intensive <i>Elective Courses:</i> - Interdisciplinary Law</p>
<p>14. <i>Social Innovation Skills</i> - Modify or develop new strategies, procedures and activities to help break down barriers to justice and make legal services more affordable.</p>	<p>2.11 <i>Social Innovation Skills</i> a. <i>Utilize social innovation skills to overcome barriers to justice and serve unmet legal needs</i></p>	<p><i>Required Courses:</i> <i>First year</i> - Ethics and Professionalism - Technology Innovation Intensive <i>Second year</i> - Data, Code & Social Innovation - Business of Lawyering - Access to Justice & Technology - Coding Intensive <i>Third year</i> - EQ/CQ Intensive <i>Elective Courses:</i> - Legal Innovation</p>

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the curriculum modifications to the Juris Doctor program.*

For information: 1-year follow-up reports for Periodic Program Reviews: Architectural Science; Mathematics and Its Applications.

i. ARCHITECTURAL SCIENCE One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Architectural Science degree program, approved by Senate in April 2019.

IMPLEMENTATION PLAN UPDATE:

<p>Recommendation/Priority #1a: Curriculum</p>
<p>Objective: Provide better support for students developing the necessary digital skills to succeed in the program, and develop a strategy for supporting students in this area.</p>
<p>Actions: Options to be considered include extra curricular workshops or 1st year students doing an IT skills workshop instead of the Collaborative Exercise.</p>
<p>Timeline: 2019-2020</p>
<p>Responsibility for leading initiative: IT committee</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

Status for 1-year Follow-up Report: Some additional IT support workshops were scheduled for students but were poorly attended. The department has addressed this issue in other ways by offering more IT support within studio courses, and also encouraging the student groups to offer peer to peer support.

Recommendation/Priority #1b: Curriculum

Objective: Improve the connections between structures courses for greater clarity of content and facilitation of delivery.

Actions: Review of the group of structures courses including PCS107, ASC203, ASC303, and CVL407 courses

Timeline: 2018-2019

Responsibility for leading initiative: Associate Chair, Curriculum and Mobility

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: An initial high-level review was carried out, led by one faculty member who consulted with instructors and students. As a result of this a working group is being established that will review these courses and their integration with other aspects of the curriculum. This group is expected to provide recommendations during the 2020/21 academic year.

Recommendation/Priority #1c: Curriculum

Objective: Address concerns about the value of certain core courses taught outside the Department, and their contribution to the architectural curriculum, to assess whether student course hours are effectively used, and to potentially improve student experience and learning.

Actions: Review how well courses ACS 104, PCS 107, PLX 599 and CVL 407 meet the requirements of the curriculum, and how they could be improved, rescheduled or changed.

Timeline: 2019-2020

Responsibility for leading initiative: Associate Chair Curriculum and Mobility

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: The School of Urban and Regional Planning was approached and it was agreed that course PLX599 can be returned to DAS and delivered by a newly appointed faculty member with relevant expertise. It is intended that ACS104 will be reviewed by a faculty working group during the summer/fall 2020. The department has begun to consider alternative ways of addressing the course content in PCS107. This will be discussed further in summer/fall 2020 by a faculty working group. CVL407 forms part of the review of structures courses (see above).

Recommendation/Priority #1d: Curriculum

Objective: To improve transparency and consistency of grading and assignment feedback for students. In particular, due to the nature of studio learning and how feedback is provided during formal reviews and informal crit sessions sometimes students feel they have not experienced a consistent approach with and across studios.

Actions: Develop a document that provides guidance for transparency and consistency around grading practices and the provision of feedback received in crits/reviews, including consistent rubrics, and management of studios and courses, for faculty and particularly new or part time instructors.

Timeline: 2019-2020

Responsibility for leading initiative: Associate Chair, Student Issues

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: Following several discussions at faculty retreats, rather than addressing this

at departmental level, initially each studio coordinator has been encouraged to develop coordination tools within studio classes, including use of D2L grading rubrics where appropriate. Tools and tactics for consistency with regards to studio management have been discussed in faculty meetings.

Recommendation/Priority #1e: Curriculum

Objective: Address CACB accreditation student performance criteria (SPCs) of sustainability, accessibility and cultural diversity.

Actions: Clearly define learning outcomes for each of the core studios that address these SPCs to show how a student develops knowledge in these subject areas.

Timeline: 2019-2020

Responsibility for leading initiative: Associate Chair, Curriculum and Mobility

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: A document identifying how these SPCs are addressed by core studios was developed and used as a guide in developing studio project expectations. The team report the 2019 CACB accreditation visiting team confirmed that the program now satisfies the requirements of these SPCs.

Recommendation/Priority #1f: Curriculum

Objective: Address concerns about the 4th year student experience, ensure equal access to travel opportunities for all options and explore wider experiential learning opportunities.

Actions: In 2016-17 a 4th year committee was struck to review the 4th year curriculum. A variety of proposals was reviewed and presented to the Department. The next steps of this process will be for the Department to discuss the recommendations and agree how and which of these should be implemented. This includes the proposal to adopt “Concentrations” in 4th year in place of the current options. Furthermore, it is important to consider whether and how we wish to develop further exchange programs and opportunities for students to travel and spend time at other universities. Opportunities for students in all options need to be provided. Potential collaborations for new option course development with other Ryerson departments and beyond provide a way to expand the curriculum and include evolving subject areas such as sustainable design (LEED), health (WELL) etc.

Timeline: 2018-2019

Responsibility for leading initiative: Department Chair; Associate Chair, Curriculum and Mobility

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: The 4th year curriculum has been significantly revised. Starting from 2020/21 the program will now include “Concentrations” rather than “Options” in 4th year. This allows students to choose one of three Concentrations or complete the program without a Concentration which allows greater choice and enables them to take project management and building science studios and courses and also choose travel opportunities.

Recommendation/Priority #1g: Curriculum

Objective: To increase flexibility in the B.Arch.Sc. program for students that need to take 5 or 6 years due to other commitments.

Actions: Enable more variety of paths through the program. Also, consider how to better utilise the spring/summer term to enhance our student experience and increase flexibility. The summer term enables different types of activities such as travel, design-build projects, and collaborations to occur which are generally popular with students and attract applicants.

Timeline: 2020-2021

Responsibility for leading initiative: Associate Chair, Curriculum and Mobility

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: More 4 th year classes have been offered in the summer term in the last 2 years. The 4 th year curriculum has been significantly revised to now offer “Concentrations” rather than “Options” which allows students more choice. A more comprehensive review of how to provide more flexibility is planned for 2021/22.

Recommendation/Priority #1h: Curriculum
Objective: Ensure learning outcomes, courses, and assessments are focused and clearly aligned across the curriculum, per accreditation requirements.
Actions: Continue review of learning outcomes and mapping, considering the CACB Student Performance Criteria for individual courses and embed these into course outlines. Make clear to students the connections between learning outcomes, courses and studios. Hold a Department retreat to review the current demands on student workloads, and types of assessment methods to identify whether the number of assignments is appropriate.
Timeline: 2018-
Responsibility for leading initiative: Associate Chair Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: In preparing for the CACB accreditation visit in 2019 the department reviewed the CACB’s revised Student Performance Criteria (SPCs) and developed a matrix for how each course addresses the relevant SPC. These SPC are included in all course outlines along with clear learning outcomes. Additionally, the department held a workshop in 2019 supported by the LTO to discuss best practice for course outlines. A further faculty workshop addressed consistency in studio teaching when dealing with issues such as late work penalties, extensions and other management issues.

Recommendation/Priority #1i: Curriculum
Objective: Expand experiential learning opportunities for students.
Actions: Carry out a strategic review of the possibility of expanding experiential learning opportunities both within and outside the curriculum. This should include considering whether further expansion of the co-op is feasible and desirable, and what are the resource implications. Also, investigating the opportunity to offer other EL opportunities such as a design-build option studio in 4 th year possibly in the spring/summer term. The Collaborative Exercise (ASC205, ASC405, ASC605, and ASC805) should be included in this review to see what opportunities are available to enhance the EL experience of this event.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair, Experiential Learning and Co-op
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: The department has identified the spring/summer term as suitable for experiential learning opportunities, and has offered travel and design/build studios in 2019 and these were planned for 2020. Coop was increased from 16 to 32 places 2 years ago. The department is monitoring the success of this before undertaking any further expansion. The department is in discussion with the Open Architecture Collaborative Toronto about involvement in other collaborative opportunities and in particular the Collaborative Exercise (ASC205, ASC405, ASC605, and ASC805). Further, the Collaborative Exercise has been reviewed and revised. From 2020 on students will be required to complete this activity twice to graduate (previously it was four times). This reduces the total numbers and allows more experiential activities to occur.

Recommendation/Priority #1j: Curriculum
Objective: Explore ways to better support students applying to graduate school.
Actions: Review strategies to address the issue, including course load, number of assignments and grading practises that better reflect the range of performance of students in the program.
Timeline: 2020-2021
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: The Department has introduced two new ARC theory courses in fourth year (ARC721 and ARC821) intended to bolster our students' theoretical knowledge in order to better prepare them for the rigours of graduate education. These are required courses for those students choosing the Architecture concentration. Other strategies will be considered in 2020/21.

Recommendation/Priority #2a: Facilities
Objective: Find solutions to improve working and study conditions, suitable spaces for new types of learning activity in order to increase student/faculty satisfaction and program/university image. Short term – address minor alterations and better space utilisation; Medium to long term – explore avenues for a major renovation and addition of space, creating a sustainable flagship building that will attract students.
Actions: Initiate a review of the quality of space, quantity of space, types of spaces, environmental control and external perception, and engage with university campus authorities and finance about how this can be addressed.
Timeline: 2018-2020
Responsibility for leading initiative: Department Chair; New facilities committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office
Status for 1-year Follow-up Report: The Department initiated discussions about this issue with the FEAS Dean and with FMD. Initially, FMD carried out a review of the maintenance issues in the architecture building and prepared a plan to address these. However, resources were only available for a limited number of smaller items. Other resources were not identified. In 2019 the CACB accreditation team identified the facilities as a major issue for the department's ability to deliver an accredited architecture program. The accreditation team report requires that the university reports back within 3 years of the report (2022) on what steps will be taken to address this situation. Due to a recognition of the poor condition of the architecture building the FEAS Dean requested that FMD develop high-level costed plans for alternative strategies, including minimal renovations, major renovation and extension of the current building, and replacement of the building. The costs ranged from \$17m for a basic upgrade of current systems to \$99m for a major renovation and extension, to \$124m for a new building. During the campus master planning process, the site of the current architecture building was identified as a potential site for redevelopment into a far larger building to address some campus space deficiencies. Discussions with FMD indicated that a new building for the Department of Architecture Science on an alternative campus site is their preferred solution and that they had identified 2 potential sites which are under consideration. Some initial scoping studies have been done. The department ran two 4 th year design studios on this subject in 2019/20. One studio investigated the opportunities for a major renovation and extension of the current architecture building to become an exemplar green building renovation project. In the other studio students investigated the opportunity to create a new architecture science building on the two alternative sites

identified by FMD.

FMD are now in the process of hiring a programming consultant to engage with the department in preparing a program for the future new building. This process will begin in summer 2020.

The department is happy with progress in addressing this issue, but also concerned that realistically the process to create a new building is likely to be at least 5 years and in the meantime the current building problems persist. The Department has recently been told that FMD are looking at the possibility of some work on the HVAC systems in the building during the second half of 2020 while the building is not fully occupied due to COVID 19.

Recommendation/Priority #2b: Facilities

Objective: Address resource needs for workshop and IT equipment.

Actions: Develop a plan of strategic priorities for future acquisition of workshop and IT equipment and identify potential external funding opportunities for resourcing future expansion.

Timeline: 2019-

Responsibility for leading initiative: IT committee with IT staff

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Status for 1-year Follow-up Report: The department appointed a new MAC workshop supervisor in 2019, and one of his responsibilities is to identify strategic priorities for future workshop equipment acquisitions. Also, the IT lead hand has been asked to develop plans for IT equipment needs. Both the workshop and IT group are now allocated an annual budget for their regular needs and are asked to highlight any major items that will not be accommodated by this annual budget. The department aims to make use of incidental opportunities for equipment purchases through special funding calls and sponsorships. This has already occurred with several building science equipment acquisitions.

Recommendation/Priority #3: Communication

Objective: To develop a consistent and coherent communications strategy which clearly articulates the Department's strengths and uniqueness, to improve student applications, enhance student experience, and attract industry contacts.

Actions: Establish a new, up-to-date web site which addresses the need of the B.Arch.Sc. program as well as the other programs and activities in the Department, to more effectively communicate our unique identity, and expand communication of faculty SRC and other Departmental activities. Also, make clear the connection between undergraduate and graduate programs in the Department. Use activities such as the lecture series and the gallery shows in a strategic way to more effectively communicate our identity and uniqueness.

Timeline: 2018-2020

Responsibility for leading initiative: Department Chair; Communications Committee and staff

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: The department worked with the FEAS communications team to create an entirely new web site that was launched in Fall 2018 and is consistent with Ryerson and FEAS communications and marketing guidelines. All the department's programs are now represented on one web site, with detailed information about the programs, the faculty and staff, and examples of student work. In addition, in 2018 the department instigated a regular biweekly newsletter to students, faculty, instructors and staff with information relevant to this audience. A separate external newsletter was started in 2019 to our various external partners, architectural firms, etc. about the successes and activities in the department, including lecture series events, and gallery events.

The Year End Show (YES) continues to grow and become an important event in the culture of the school. Due to the Covid 19 crisis, the 2020 YES will be online, and will showcase student work to a wide audience.

Recommendation/Priority #4a: Operations

Objective: To create an environment for students, staff and faculty to be able to succeed and to enjoy participating in the activities of the Department. This involves developing strategies to maintain a collegial and civil environment where everyone (students, staff, faculty, and visitors) enjoy coming to the Department.

Actions: Faculty and staff will work with student groups on a wellness program and to identify ways to control stress, avoid mental health issues for all. Specifically, we need to create a culture where students do not feel they need to study all-night. This includes changing attitudes and by a variety of strategies including management and scheduling of assignments. Also, ensuring all students understand the available mental health resources (could we have a dedicated mental health councillor in the building)?

Timeline: Ongoing

Responsibility for leading initiative: Department Chair with administrative team

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: This is an ongoing activity. The department has made efforts to improve communication and ensure consistent messaging to students. Where possible the student newsletter is used to inform about activities and opportunities rather than scattergun messaging. Curriculum based messaging is more consistently managed.

The department created a Wellness working group in 2019 including students, staff and faculty. The group met several times and discussed various potential initiatives. The department has encouraged student groups to create programming around wellness and to develop student peer support groups. Messaging about good health and the available support services has improved.

Recommendation/Priority #4b: Operations

Objective: To enable the Department to continue to deliver its programs and enhance its student experience.

Actions: Ensure that the staff positions of second IT technician and building science technician are converted from 2 year temporary positions to full time permanent positions.

Timeline: 2019

Responsibility for leading initiative: Department Chair

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: This has not yet been achieved. The department chair has discussed this priority with the FEAS Dean, but due to uncertainty with current funding these positions have not yet been converted into permanent positions.

Recommendation/Priority #4c: Operations

Objective: To best utilise time allocated to administration.

Actions: Consider how to most effectively use teaching release time for administration, and graduate assistant (GA) positions to facilitate student learning experiences. In particular, consider how to better provide coordination within each year and within the options in 4th year, and the studio master role.

Timeline: Ongoing

Responsibility for leading initiative: Department Chair with admin team

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: The department prepared some analysis and a discussion document of alternative strategies for studio coordination. These were discussed at faculty meetings in 2019. There was no

consensus to change from the current approach of having studio coordinators who get a course loading for this role. However, it was agreed to reduce GA hours to studio courses and reallocate to core courses. The next step is to review the roles and expectations of the studio coordinators to become more focused on coordination across all the courses of that year group.

Recommendation/Priority #4d: Operations

Objective: To provide students with better guidance about career paths and possible further study options after they complete the B.Arch.Sc.

Actions: The Department will work more closely with student groups to provide better information and inform students of options.

Timeline: 2019-2020

Responsibility for leading initiative: Department Chair, student groups.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report: This priority has yet to be addressed. We plan to initiate a discussion with career counselling services about the unique needs of architecture vs engineering students to develop counselling resources around career alternatives to conventional architectural practice, and how the skill sets developed in architectural education can apply to other fields/activities. We intend also to involve the organized student groups in DAS.

EFFORTS TO REVIEW AND IMPROVE COURSE OUTLINES: To improve course management and the design of course outlines and to create greater consistency and adherence to Senate Policy, the department has undertaken the following:

- During a faculty retreat on May 13/14th 2019, a session was held on course management and course outlines with Lauren Wilson, Manager of the Learning & Teaching Office (LTO) and Michelle Schwartz, educational developer from the LTO. This addressed good practice in course outlines and provided examples and direction for instructors.
- During a faculty retreat on May 13/14th 2019, a further session focused on the use of rubrics and standard methods of feedback in studio was discussed, with the aim to create more consistency in studio feedback.
- Further discussions have occurred at several faculty meetings in 2019 and 2020 aimed to normalize department course management procedures particularly related to dealing with accommodations, use of “incomplete” grade, late studio submissions, and peer evaluations.
- Instructors are encouraged to use the Registrar’s Office template and guidelines for course outlines when creating the content for their course outlines. They are also made aware that D2L course shells direct students to Ryerson policies and are constantly updated, as necessary.
- All instructors are asked to submit their course outline by a suitable date before the start of term to the appropriate year coordinator for review and coordination of assignment due dates, and to the department office.

ii. MATHEMATICS AND ITS APPLICATIONS One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee’s assessment of the Periodic Program Review of the Bachelor of Science (Honours), Mathematics and its Applications degree program, approved by Senate in June 2019.

1. Implementation Plan Update:

RECOMMENDATION 1. (SPACE) - It is recommended, with high priority, that the University considers consolidating space for the Mathematics department. In addition, for the sake of integrity, social and academic life, it is recommended that the University considers creating new (dedicated) space for the students.

Follow-Up: Faculty of Science is moving ahead with the project for the new Science Building at 202 Jarvis St. location. The initial intention was based on the idea that the project will be realized in two stages: Phase I (which would provide unified space for the Mathematics Department) and Phase II. This project was placed on hold due to the lack of funding, but was reactivated earlier this year with both phases moving ahead. The architectural firm of Henning-Larsen has held consultation with different users' groups and the plan is being actively developed with the entirety of Mathematics department being housed at a single floor of the new building, which will include space for our Student Unions as well as break- out spaces in which students could work individually, collaboratively, or meet with the faculty members and graduate students. The anticipated move-in time is 2026. The architectural plans are being refined at the moment.

RECOMMENDATION 2. (STREAMS) - It is recommended that the program considers creating two streams.
Department Response: The department feels that it would be unwieldy to offer two distinct streams as suggested by the report. This program takes in 50 students per year and is therefore a small program. Rather, through curriculum changes discussed below it is felt that the two groups of students, pure and applied, can be satisfied moving forward. These changes will address the needs of both groups.
Dean's Response: The department and the Dean are in agreement on this.

RECOMMENDATION 3. (ENTRANCE REQUIREMENTS) - It is recommended that the program should increase the minimum entrance requirements and should revisit the high school courses required for admission. If the decision is to not change the entrance (high school) course requirements, it is recommended that a mandatory diagnostic test be utilized. For students who do poorly on the diagnostic test, they would either be offered extra help in the summer before enrollment, or placed in a new one-term course that teaches the material of *Calculus & Vectors* which would be a prerequisite for *Calculus I*.
Department Response: The department will explore, with the Registrar's office and the Dean, the idea of changing the enrollment criteria.
Regardless of the outcome the department has recently implemented a diagnostic test given to all first year students. Incoming students are offered help through a summer program, and students who do not do well on the diagnostic test are offered resources through the Math Help Centre to improve their pre-calculus abilities.
Dean's Response This recommendation may be unattainable at present.

RECOMMENDATION 4. (PROGRAMMING LANGUAGES) - It is recommended to enhance more programming languages (e.g. R, SAS, Python and C++) in the existing courses, or even create new ones to address this issue.

Follow-Up: The first change is that first year MIA students take CPS 109 (Computer Science I) instead of CPS 118 (Introductory Programming for Scientists) as their first introduction to computer programming. One of the stated goals of the program in the PPR is for students to have strong programming skills as they relate to mathematics. The very first course that students take in programming is the most important, and the department feels that CPS 109 is much better suited to this than CPS 118. It has been the experience of the department that CPS 118 is inadequate to address the needs of our students. In later courses in mathematics, where a degree of programming is involved, the students complain that they do not feel adequately prepared to do this programming. The department's curriculum committee has looked at the details of CPS 109 and is satisfied that it will meet the needs of the program and its students. The curriculum committee was pleased to learn that the language of choice in CPS 109 is Python, which fits the recommendations of the PRT. This course is the first programming course taken by all Computer Science students and is the beginning of a chain of prerequisites that allows students to take most other courses offered by the computer science department. As a result, students who desire to do so will find it easier to take more advanced programming courses. Students will also be better prepared to encounter the programming material they find in their mathematics (and other) courses. This will improve the level of computer programming in all aspects of the program.

RECOMMENDATION 5. (ORDERING OF COURSES) - In terms of core course delivery, the PRT suggests offering the existing courses according to the following plan:

Year	Fall Semester	Winter Semester
1	Calculus I Discrete I Science I Liberal	Calculus II Discrete II Science II Liberal
2	Linear Algebra I Statistics I Calculus III	Linear Algebra II Statistics II ODE
3	Analysis	Algebra
4	Complex Analysis	

Follow-Up: Pages 5 and 6 of the document PMPCMIA compare, in a table format, the previous version of the program with the new, Senate approved, version of the program. That document also explains the changes to the program due to the PPR recommendations, some of them have been reported above (see RECOMMENDATION 4 on Programming Languages). Here we explain some other changes related to ordering of courses as well as new courses.

Common (to all program options) First Year: The “SCI I” and “SCI II” have been amalgamated into the “Required Science” table in the first year. All students are still required to take two science courses in their first year, but the amalgamation allows them more flexibility. Therefore, a student might, for example, take first semester physics and first semester biology, whereas formerly they would have to take the first/second semester sequence of only one of, say, physics or biology. Also, CPS 209, second semester computer science, is added to this new table for the sake of those students with a deeper interest in computer science to take the follow-up course to CPS 109.

The common first year also sees the repositioning of MTH 108, introductory linear algebra, from the third semester to the second semester. This change is made at the recommendation of the Peer Review Team, as they note that most programs in mathematics have introductory linear algebra in the first year. Fortunately for the department this change is easily implemented with no cost to anybody as this course is offered in both the fall and winter terms.

The next major change for all MIA students is the addition of MTH 260 (the nature of this course is fully explained later in this document) to the third semester of the curriculum and the removal of CMN 600 from the sixth semester. Related to this change is the repositioning of MTH 525 and MTH 617 from semesters 7 and 8 to semesters 5 and 6 respectively. The addition of MTH 260 is the introductory stage of the learning outcomes dedicated to rigorous and logical thinking. Changes have been made in previous years to the curriculum to bring proficiency to these learning outcomes. The final level of mastery of proof writing is to be gained in the two abstract mathematics courses, MTH 525 Analysis and MTH 617 Algebra. Presently, with the extant curriculum, the students find that they are unprepared to take these courses. Many have to take one or the other a second time. This causes many students difficulty as these courses are offered in the fourth year. Since they are small courses, the Department may only offer them once per year.

Students who might otherwise be graduating have to wait a full year to take the course again. It is felt that with the changes outlined above, the students will be adequately prepared to engage these courses in the third year. These two courses will be moved from the 7th and 8th semesters respectively to the 5th and 6th semesters. In this way if a student still has difficulty with one or another of these courses they have an opportunity in their regular program to take it again. This change will first take effect in the 2022 academic year (i.e., the third year of the changed curriculum). In that year, and a few years subsequent, the courses MTH 525 and MTH 617 will see larger than usual amounts of students. Since the enrollment on these courses is small (about 25—30 students) even a doubling of size will not represent an issue as only one instructor and one TA will be necessary.

The rest of the changes made to the program is a shuffling of courses to accommodate the above changes. For example, the course MTH 640 is moved from the fifth semester to the seventh semester. Academically speaking, this change is neutral. From the point of view of the students in the old program, this change has no effect on their curriculum. The open elective in the first year of the old program is moved to the later years. This is for the best since students are typically not ready to choose such an elective in their first year. In the concentrations some liberal courses, Table II/III courses and Table I courses are shuffled. Nothing new is added or taken away otherwise. Such changes have no effect on the old program students.

RECOMMENDATION 6. (MORE TA HOURS) - It is recommended that additional TA positions be made available for the program and reduce tutorial section sizes accordingly. As a positive side effect, increasing the number of TA's would have the additional benefit of providing employment for Ryerson mathematics graduate students.

Follow Up: So far, there have not been significant resource allocations to this end besides the expected increase in the annual budget and its portion set aside for TAGA salaries. Our ability to address this recommendation is heavily dependent on the budgetary constraints and cuts that the Faculty of Science and the university on the whole are facing. As it is, the vast majority of our TAGA contracts are allocated to Mathematics graduate students. There is an increased need to create more TAGA contracts to cover the growth in our undergraduate programs which is something that will need to be addressed but, as of yet, we do not have the resources to reduce the sizes of tutorial sections significantly, neither in terms of financial viability nor in the terms of constraints posed by the Scheduling.

RECOMMENDATION 7. (MORE FREQUENT ELECTIVE COURSES) - It is recommended to have a long term plan for the delivery of program elective courses so students can appropriately plan their studies and complete their program in a timely fashion.

Department Response: The department acknowledges that the offering of electives on a yearly basis can be improved. The main strategy is to offer certain electives every other year. We have pursued this strategy, but we have not been a rigorous as we could have. In order to commit to this strategy, and to help students in their long-range planning, the department will commit to publishing which electives will be offered for the next two to three years.

Dean's Response: The Dean supports the department response.

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation: Curriculum modification I: Computer Science
Rationale: Identified in self-study and PRT report that computer science knowledge is crucial to the discipline.
Objective: Improve and strengthen LO 8: essential programming skills.
Actions: Removal of CPS 118 in semester 1 and replace with CPS 109. Done starts 2020/2021 The addition of CPS 209 as a potential second science course. Done starts 2020/2021 Addition of R language programming to statistics courses. Done MTH 304/404 More coherent use of programming in later courses.

More extensive use of programming has been included in the following courses: MTH 501 and MTH 719.
Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020
Responsibility for leading initiative: Program Director and Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair and Faculty Dean

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation: Curriculum Modification 2: Restructure program.
Rationale: Self-study and PRT report identify the need to modify the program to address retention issues.
Objective: To improve student retention and time-to-graduation by improvement of the curriculum structure.
Actions: Add one hour of lecture to the first year calculus courses, MTH 207 and MTH 310 to allow more time to develop the same material. Done: 2019/20 Provide added learning resources through SLGs offered through the Learning Centre.) Done: Through the Student Learning Center Ann Wilkin provides SLG (Supported Learning Group) support. A student is hired to sit in the lectures and then help students with the material during dedicated times at the Student Learning Centre. This is done for MTH 207/310/108. Move MTH 525 and MTH 617 from 7 th and 8 th semesters to the 5 th and 6 th semesters respectively. Done: starting 2020/21 Move MTH 719 from 8 th semester to 4 th semester Done: completed 2019
Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020
Responsibility for leading initiative: Program Director and Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair and Faculty Dean

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation: Curriculum modification 3: Proof writing
Rationale: Self-study and PRT report identify students' weakness in developing and communicating mathematical proofs.
Objective: To improve students' achievement of LO 7a—d.

Actions:**Develop a new course to introduce students to proof writing.**

Done : MTH260, Introduction to Mathematical Inquiry

Better reinforce mathematical writing in the core mathematics courses.

[Excerpt from PMPCMIA document pages 2-3, more (related) comments can be read in that document] It is felt that the program should start the training in this discipline as early as possible. Currently, students only see proof writing as a rigorous part of their program in their later years.

Various courses along the way are assumed to prepare students for this. But a well thought out progression through this material is lacking. A course dedicated to proof writing, MTH 260 *Introduction to Mathematics Inquiry*, will be added to the third semester (notice a typo here in the document PMPCMIA). This course is not meant to teach new mathematics to students but to begin the journey of learning the art of analytical thinking and proof writing. It is complementary to the material learned in first and second semester. This course will replace CMN 600, *Science, Communication and Society*. This communications course is intended to meet the Undergraduate Degree Level Expectations (UDLEs) requirements regarding written communication skills. The students have made it clear that this is not an appropriate course for the program as the material is geared to chemistry, physics and biology students. Indeed, the inclusion of CMN 600 in the program is a vestige of the past when all science students shared a common first year. The department sees that the style of communication needed for the sciences is not the same as for mathematics. Therefore, the inclusion of this new course is dedicated to the style of communications appropriate to mathematics: rigorous and logical thinking. Related to this change is the repositioning of MTH 525 and MTH 617 from semesters 7 and 8 to semesters 5 and 6 respectively. The addition of MTH 260 is the introductory stage of the learning outcomes dedicated to rigorous and logical thinking. Changes have been made in previous years to the curriculum to bring proficiency to these learning outcomes. The final level of mastery of proof writing is to be gained in the two abstract mathematics courses, MTH 525 Analysis and MTH 617 Algebra.

Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020

Responsibility for leading initiative: Program Director and Chair

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair and Faculty Dean

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation: Better planning of electives

Rationale: As provided by the self-study and the PRT report, students find the present system of elective offerings confusing.

Objective: To give students better opportunity to plan their elective choices in the long term.

Actions:

Develop a two- to three-year plan of elective course offerings.

This is, in fact, something we have planned to address but was made difficult this year due to the COVID-19 closure as well as a number of other issues (office moves, administrative issues, etc.) The Dean has asked the departments to start thinking about how to implement a 3-year teaching plan, which would be based on the availability of the faculty members to teach certain courses over the three year period, taking into account their sabbatical and other leaves, administrative positions, expertise, etc. The latest changes in the undergraduate curriculum have created a more favorable situation where a number of existing electives, which have never run in the past or were offered very rarely can now be offered to the students in their fourth year, after they have completed core courses such as MTH525 or MTH617. As it is, we do try to completely rotate electives, the rule being: if an elective is offered in the current year, it will not be offered in the following year, but an elective from a cluster of related courses will run instead. There are exceptions, such as MTH607, which are very popular with a number of programs and, hence, run every year.

Publish this plan so students are aware of which electives they can count on in future years.

The plan for the coming academic year: there will be consultations (late Summer/early Fall 2020) with different research groups to come up with a plan indicating which electives they would like to offer and rotate over the period of 3 years. Then, we will have a faculty meeting in which we will finalize the teaching plans for all faculty for the next 3 years, with the understanding that there may be minor changes based on unexpected medical leaves, administrative appointments, etc.

Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020

Responsibility for leading initiative: Program Director and Chair

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair and Faculty Dean

2. List of Updated course outlines;

MTH 108, Fall 2019;
 MTH 110, Fall 2019;
 MTH 131, Fall 2019;
 MTH 140, Winter 2019;
 MTH 141, Fall 2019;
 MTH 207, Fall 2019;
 MTH 210, Winter 2019;
 MTH 231, Winter 2019;
 MTH 304, Fall 2019;
 MTH 310, Winter 2019;
 MTH 312, Fall 2019;
 MTH 314, Winter 2019;
 MTH 330, Fall 2019;
 MTH 380, Fall 2019;
 MTH 404, Winter 2019;
 MTH 410, Winter 2019;
 MTH 425, Fall 2019;
 MTH 430, Winter 2019;
 MTH 500, Fall 2019;
 MTH 501, Fall 2019;
 MTH 503, Fall 2018;
 MTH 510, Fall 2019;
 MTH 514, Fall 2019;
 MTH 525, Fall 2019;
 MTH 599, Winter 2019;

MTH 600, Winter 2019;
 MTH 603, Winter 2018;
 MTH 607, Winter 2020;
 MTH 617, Winter 2019;
 MTH 630, Fall 2019;
 MTH 640, Fall 2019;
 MTH 655, Fall 2019;
 MTH 700, Fall 2019;
 MTH 707, Fall 2018;
 MTH 710, Fall 2019;
 MTH 712, Winter 2019;
 MTH 719, Winter 2020;
 MTH 732, Winter 2019;
 MTH 800, Winter 2019;
 MTH 814, Winter 2019;
 MTH 820, Winter 2019.

3. A status report on the new communications course.

The course MTH260, Introduction to Mathematical Inquiry, is a new required course for the MIA program, which students will take in their first or second year. It will run for the first time in Fall 2021 or Winter 2022.

Calendar Description:

MTH 260

Introduction to Mathematical Inquiry

This course is about proof methodologies and mathematical writing motivated by concepts covered in the prerequisites with a focus on recognizing and writing rigorous mathematical proofs. Topics used as a vehicle for proof writing include set theory, number theory, and analysis. Special emphasis is placed on epsilon-delta proofs.

Weekly Contact: Lecture: 3 hrs. GPA Weight: 1.00

Course Count: 1.00

Billing Units: 1 Prerequisites MTH 110

Antirequisites None

Co-Requisites None

Custom Requisites None

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Denise O-Neil Green, Vice President, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Amy Peng, Faculty of Arts, Economics

Dale Smith, Faculty of Arts, English

Gavin Adamson, Faculty of Communication and Design, Journalism

Robert Clapperton, Faculty of Communication and Design, Professional Communication

Thomas Tenakate, Faculty of Community Services, Occupational & Public Health

Ian Young, Faculty of Community Services, Occupational & Public Health
Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering
Miranda Kirby, Faculty of Science, Physics
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Julia Spagnuolo, Student
Yazad Mistry, Student



**Academic Governance and Policy Committee (AGPC)
Report #F2020-2 to Senate**

Academic Governance and Policy Committee Report – S. Zolfaghari

1. Interim Provost's Update
2. Retirement of Policy 156: Removal of Students from Field Placements/Practicums (K. MacKay)
Motion: *That Senate approve the retirement of Policy 156: Removal of Students from Field Placements/Practicums.*
3. Amendment to Policy 60: Academic Integrity – definition of advocate (K. MacKay)
Motion: *That Senate approve the amendment to Policy 60: Academic Integrity – definition of Advocate*
4. For information: Update on Open Electives (K. MacKay and C. Hack)

Respectfully submitted,

S. Zolfaghari, Chair,
Interim Provost and Vice-President, Academic

On behalf of the Committee:

- K. MacKay, Vice-Provost, Academic
- J. McMillen, Vice-Provost, Students
- C. Hack, Registrar
- D. Bell, Secretary of Senate
- P. Sugiman, Dean, Faculty of Arts
- D. Checkland, Faculty Senator, Faculty of Arts
- J. Neil, Faculty Senator, Faculty of Communication & Design
- I. Young, Faculty Senator, Faculty of Communication & Design
- R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
- A. Ferworn, Faculty Senator, Faculty of Science
- A. McWilliams, Senate Chairs' Representative
- J. Saber, Faculty Senator, Ted Rogers School of Management
- A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
- G. Carter, Undergraduate Student Senator
- J. Spagnuolo, Undergraduate Student Senator
- F. L. Kakar, Yeates School of Graduate Studies Student Senator

RYERSON UNIVERSITY
POLICY OF SENATE

REMOVAL OF STUDENTS FROM FIELD PLACEMENTS/PRACTICUMS

Policy Number: 156

Submitted by: Provost and Vice President Academic

Approval Date: November 5, 2002

Responsible Office: Provost and Vice President Academic

Ryerson University reserves the right, at any point during a program, to remove a student from a field placement/practicum (placement), in a situation in which clients or others are placed at risk, or when the student engages in persistent or significant unprofessional behaviour. As per procedures outlined in the Student Code of Academic and Non-Academic Conduct, which shall be invoked, students may appeal the decision. In this case, however, a student may not remain in the placement during their appeal.

The Departments and Schools with such placements must develop both a Student Code of Professional Conduct and procedures related to this policy. This information must be published in student or placement handbooks, program websites, and/or relevant course outlines to ensure accessibility by faculty, students, placement managers/coordinators, preceptors or other professionals who are mentoring students.

This policy does not apply to cooperative placements or internships.

**RYERSON UNIVERSITY
POLICY OF SENATE**

ACADEMIC INTEGRITY

Policy Number:	60
Policy Approval Date:	June 11, 2019
Implementation Date:	September 1, 2019
Revision Date:	June 2, 2020
Next Policy Review Date:	Fall 2022
Responsible Office:	Provost and Vice President Academic
Contact Office:	Academic Integrity Office

1. PURPOSE OF POLICY

- 1.1. The purpose of this policy is to guide the Ryerson University (the “University”) community in understanding: i) what academic integrity and misconduct are for students; ii) the processes the University will follow when there is a suspicion of student academic misconduct; and iii) the academic penalties and other consequences that may be imposed if students are suspected of engaging or found to have engaged in academic misconduct.

2. APPLICATION AND SCOPE

- 2.1. This policy applies to all current and former University students (undergraduate, graduate, law and continuing education) and applies to all academic activities, whether on or off campuses, whether within or outside of a course.
- 2.2. Suspicions of research misconduct that may have occurred under the auspices of the University but are in no way directed towards academic advantage or benefit, are to be addressed under Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity rather than this policy.
- 2.3. In some programs, students may be required to abide by the standards of a professional code of ethics or code of conduct as a condition of successful completion of a practicum or field placement. Where such professional codes substantively differ from or impose requirements at variance with this policy, violations of such codes are not to be pursued under this policy.

3. DEFINITIONS

3.1. Academic Misconduct

Any behaviour that undermines the university’s ability to evaluate fairly students’ academic achievements, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit, counts as academic misconduct.

Included in academic misconduct are: Plagiarism, including self-plagiarism; contract cheating; cheating; misrepresentation of personal identity or performance; submission of false information; contributing to academic misconduct; damaging, tampering, or interfering with the scholarly environment; unauthorized use of intellectual property; misconduct in re- graded/re-submitted work. While this list characterizes the most common instances of academic misconduct, it is not intended

to be exhaustive. A more comprehensive list of inclusions can be found in Appendix A.

3.2. Advocate

An individual sanctioned by one of the recognized Ryerson student bodies (e.g. the Ryerson Students' Union [RSU], Continuing Education Students' Association of Ryerson [CESAR]), or any other arm's length student group sanctioned by Ryerson University. An advocate is available at the request of a student to advise and assist with submissions, appeals, and to act as a resource for the student at meetings/formal discussions and appeal hearings. Policy 60 Procedures includes a list of authorized advocates.

3.2.3.3. Balance of Probabilities

For a finding of misconduct to be supported, based on the information presented, it is more likely than not that the student engaged in academic misconduct. The onus is on the University to establish that misconduct has occurred.

3.3.3.4. Decision Maker

The person (eligible investigator) or panel authorized to make a decision regarding whether academic misconduct has taken place or not, and/or the appropriateness of the associated penalty.

3.4.3.5. Deferred (DEF)

An interim grade assigned during the investigation of academic misconduct. The DEF grade will be replaced by an official course grade upon resolution of the matter.

3.5.3.6. Designated Decision Maker (DDM)

A trained faculty member who can be assigned to act as the decision maker with respect to suspicions of academic misconduct. The DDMs make up the Designated Decision Makers' Council, of which there is a Chair, who assigns cases to individual DDMs.

3.6.3.7. Disciplinary Action (DA)

An academic standing for a graduate student to indicate academic misconduct. A DA will be placed on both the student's academic record and transcript and cannot be removed.

3.7.3.8. Disciplinary Action, with Suspension (DA-S)

An academic standing for a graduate student where they are removed from a program for a period of up to two (2) years, after which the student may request to re-enroll in the program. A DA-S will be placed on both the student's academic record and transcript and cannot be removed.

3.8-3.9. Disciplinary Notation (DN)

A notation placed on a student's academic record when they have been found to have engaged in academic misconduct. The DN is removed from the academic record upon graduation.

3.9-3.10. Disciplinary Suspension (DS)

An academic standing where a student is removed from a program for a specified period of one (1) term to two (2) years, after which the student will be automatically reinstated. A DS will be placed on both the academic record and transcript, but will be removed from the transcript upon graduation.

3.10-3.11. Disciplinary-Unsatisfactory (D-UNS)

A progress designation for a graduate student that is granted for unsatisfactory progress for reasons of academic misconduct related to non-course based graduate program requirements.

3.11-3.12. Disciplinary Withdrawal (DW)

An academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least two (2) years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at the University. A DW will be placed on both the student's academic record and transcript and cannot be removed.

3.12-3.13. Discussion

A meeting between a decision maker and student(s) suspected of academic misconduct. The meeting can be facilitated (FD) or non-facilitated (NFD).

3.13-3.14. Eligible Investigator

A person authorized to investigate suspicions of academic misconduct, and can be any one of the following:

- Ryerson employees holding an academic position at the University, which includes Designated Decision Makers (DDMs, see below)
- course instructors employed by the University
- the Registrar (or designate)
- the Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS) (or designate)

3.14-3.15. Expulsion

An academic standing involving permanent removal of a student from the University.

3.15-3.16. Failure in a Pass-Fail Course (FLD)

Failure to meet the minimum acceptable standards for a course graded on a pass/fail basis. Failures in such courses will not be included in

calculating the grade point average but will be counted as a failed course to determine academic standing for approved department/school standing variations and for graduation.

~~3.16~~.3.17. Natural Justice

This is composed of four (4) principles: the right to know the case against you; the right to an impartial and unbiased decision maker; the opportunity to be heard; the right to a decision and the rationale for that decision.

~~3.17~~.3.18. Penalty – Assigned

A penalty that does not have to be approved by a higher-level decision maker (e.g. AIC or SAC).

~~3.18~~.3.19. Penalty – Recommended

A penalty that has been recommended by a decision maker that must be assigned by a higher-level decision maker.

~~3.19~~.3.20. Progressive Discipline

Increases the penalties/consequences assigned with repeated violations.

~~3.20~~.3.21. Respondent

Is the person who replies to the appeal or penalty hearing.

~~3.21~~.3.22. Support Person

An individual who attends a discussion or hearing solely for the purpose of support; they play no official role in any aspect of the academic integrity process.

4. PRINCIPLES

4.1. Senate Policy Framework

The values stipulated in the University's Senate Policy Framework are applicable and fundamental to this policy.

4.2. Fundamental Values of Academic Integrity

This policy is premised on the commitment of the University to foster and uphold the highest standards of *academic integrity*, the fundamental values of which are *honesty, trust, fairness, respect, responsibility, courage*¹. These values are central to the development and sharing of knowledge. All members of the University community, including faculty, students, graduate assistants (GAs), and staff, have a responsibility to adhere to and uphold them in their teaching, learning, evaluation, research, and creative activity. This includes a responsibility to take action if they have reasonable grounds for thinking that academic misconduct has occurred.

4.3. Educational Emphasis

One of the central values motivating this policy is that of education. The University recognizes it has a role in fostering academic integrity by providing students and faculty with information and learning opportunities about the nature and importance of academic integrity. Those involved in applying this policy are to keep this emphasis in mind at all stages of the processes described in this policy and the accompanying Procedures.

4.4. Fair Process

The University recognizes that it is a serious matter for students to be involved in an academic misconduct investigation and is therefore committed to handling these matters in a respectful, timely, and thoughtful manner. The University will apply the policy in a non-adversarial, investigative manner that is consistent with the principles of natural justice, including the right to know the case against you; to be heard and the right to a timely and fair decision based on the merits of each individual case.

Within the decision-making processes associated with the implementation of this policy, as well as any related procedures, all decision makers will make reasonable efforts to acquire all the information needed to make a fair decision and will do so in an unbiased manner.

4.5. Awareness of Academic Integrity

All members of the University community have a responsibility to inform themselves about academic integrity and misconduct, including the contents of this policy. Anyone with concerns or questions about academic integrity should consult with the Academic Integrity Office (AIO) or, in the case of students unsure about a particular matter, the appropriate instructor or academic supervisor. The AIO provides educational material and information about this policy for the use of faculty, staff, and students.

¹[International Centre for Academic Integrity \(2013\)](#)

4.6. Academic Integrity and Graduate Education

In graduate education it is essential that an environment exist where faculty and students have the utmost regard for academic integrity.

Graduate students often engage in research with a large degree of independence. Therefore, they are expected to and must pursue their academic and research activities in a manner that is consistent with the highest standards of ethical and scholarly practice.

4.7. Accommodation

All processes and procedures associated with this policy are to be carried out in accord with relevant law and University policy concerning the accommodation of students (see Policy 159: Academic Accommodation of Students with Disabilities).

5. UNIVERSITY RESOURCES

- 5.1 The mandate of the Academic Integrity Office (AIO) is to ensure that this policy and the accompanying Procedures are carried out in a fair and transparent way, and to provide educational resources to the Ryerson community regarding academic integrity and misconduct. The AIO provides guidance and support to students and decision makers and

ensures that both parties are aware of their rights and responsibilities. The AIO is neutral with respect to all cases and is neither an advocate for students or faculty nor a decision maker in the process of deciding whether misconduct occurred. The Director of the Academic Integrity Office participates in procedural determinations in certain circumstances (see Procedures 2.4.4).

- 5.2 Members of the Ryerson community may consult with the AIO regarding any academic misconduct procedure or concern.
- 5.3 The Office of the Ombudsperson (which is confidential, impartial, and independent) may also be consulted at any time.
- 5.4 Faculty involved with suspicions of student academic misconduct may consult the Policy 60 Faculty Advisor (appointed by the Vice-Provost Academic), whose role is to provide advice, support, and guidance on issues related to academic integrity and the preparation of materials for discussions and hearings under this policy.
- 5.5 Students involved at any stage of the formal processes regarding academic misconduct may consult, as appropriate, with an advocate ~~from either the Ryerson Students' Union (RSU) for undergraduate or~~

~~graduate students or the Continuing Education Students' Association at Ryerson (CESAR).~~

6. SUSPICIONS OF ACADEMIC MISCONDUCT

6.1. Preliminary Investigation

- 6.1.1. The formal processes to investigate suspicions of academic misconduct may be initiated by any eligible investigator. All others, including but not limited to, students, graduate assistants (GAs), other staff, associate members of the Yeates School of Graduate Studies (YSGS), and external examiners, who become aware of possible misconduct should report the basis for their concern to an appropriate eligible investigator.
- 6.1.2. An eligible investigator conducts a preliminary inquiry. The purpose is to see whether there is a sufficient basis to support a reasonable belief that misconduct may have occurred.
- 6.1.3. This preliminary inquiry is conducted prior to contacting the student and will be completed in such a fashion that the student's identity is kept confidential.
- 6.1.4. If the eligible investigator is not a faculty member (e.g. the Registrar), and they conclude that there is a sufficient basis to support a reasonable belief that misconduct may have occurred, they will continue as the decision maker.
- 6.1.5. If the eligible investigator is a faculty member and they conclude that there is a sufficient basis to support a reasonable belief that misconduct may have occurred, they have two (2) options:

OPTION A: The faculty member may continue with the matter as the decision maker; or

OPTION B: If the faculty member is a member of CUPE 1 or CUPE 2 and does not wish or is unable to pursue the matter, they may request that a Designated Decision Maker (DDM) be assigned. In appropriate circumstances, where the faculty member is not a CUPE 1 or CUPE 2 member, the Chair of DDMC (or designate) together with the Director of AIO (or designate) may determine that a DDM will be assigned (e.g. see Policy 60, Section 20).

6.2. Discussion (FD/NFD)

- 6.2.1. If the eligible investigator has formed a reasonable belief that misconduct has occurred; a discussion between a decision maker and the student will be arranged via the Academic

- Integrity Office (AIO).
- 6.2.2. The purpose of a discussion is to allow the decision maker to present to the student(s) the basis for their suspicion; for the student(s) to offer their perspective, to answer questions, and articulate their perspective on the facts; and for there to be a fair and transparent discussion. Discussions are to be carried out in a spirit of inquiry, and to be neither accusatory nor adversarial.
 - 6.2.3. The decision maker can elect to hold a Facilitated Discussion (FD) or a Non-Facilitated Discussion (NFD).
 - 6.2.4. An FD will be held:
 - if the student prefers an FD to an NFD; the student has a right to an FD
 - in cases of suspected misconduct in supervised research/non- course program requirements
 - in cases involving graduate students
 - where decision makers opt to have a group discussion where multiple students are under a related suspicion
 - 6.2.5. Students must be notified of a suspicion of academic misconduct in a confidential and timely manner. The notification of a suspicion to the student must include a detailed summary of the basis for the suspicion to enable the student to prepare for the discussion; it is insufficient simply to specify the category of misconduct. Any evidence available to the AIO that can be transmitted electronically to the student, in advance of the discussion, shall also be sent to the student, by the AIO (if appropriate). In the case of an NFD, any evidence available to the decision maker that can be transmitted electronically to the student, in advance of the discussion, shall be provided (if appropriate) to the student (by the decision maker). Evidence may be presented to the student at the discussion; however, every effort will be made to provide as much information as possible in advance of the discussion.
 - 6.2.6. In an FD, the facilitator will ensure that the discussion is respectful, investigative, non-adversarial, and educational (where possible), and that both parties are given an opportunity to voice their perspective.
 - 6.2.7. Students may not drop a course in which there is a suspicion of academic misconduct.
 - 6.2.8. Suspicions of misconduct relating to supervised research/non-course program requirements require special procedures to be followed—see Procedures 1.5. Suspicions of misconduct relating to falsified documents in the Admissions process, discussion, or hearing require special procedures to be followed – see Procedures 13.
 - 6.2.9. No findings related to the suspected misconduct shall be made or communicated prior to, or during a discussion.
 - 6.2.10. The decision maker is not to notify the student of the outcome or discuss the matter with the student while the student awaits

the formal decision.

- 6.2.11. If a student fails to attend a discussion and fails to notify the AIO or decision maker (in the case of an NFD) in a timely way to re-schedule, the decision maker may proceed without the student's input. If the decision maker fails to attend the discussion and fails to notify the AIO in a timely way, the matter shall be dismissed and "no finding of misconduct" registered via the AIO.

6.3. After the Discussion (F/D or NFD)

- 6.3.1. After the discussion, the decision maker will decide, based on the information available and applying a "balance of probabilities" standard of proof, whether academic misconduct has occurred.
- 6.3.2. Whether or not there is a finding of academic misconduct, a decision maker may assign educational requirements such as educational workshops and/or online quizzes.
- 6.3.3. If it is found that misconduct has occurred, the decision maker will determine an appropriate penalty or consequence as per the Penalty Guidelines maintained by the AIO.
- 6.3.4. If it is found that misconduct has not occurred, no further proceedings related to the suspicion as set out in the notice to the student may be initiated. Any work in question will be assessed/re-assessed/re-graded in accordance with the processes outlined in Policy 162: Grade Reassessment and Grade Recalculation. Notwithstanding the above, in exceptional cases further information that becomes known may be so serious as to require review.
- 6.3.5. The student will receive, via the AIO, a discussion decision letter outlining:
 - whether or not there has been a finding of misconduct
 - the reason(s) for the decision
 - information regarding any penalties, consequences, or educational requirements assigned, as well as appeals procedures

7. PENALTIES

7.1. Penalties that may be Assigned by an Initial Decision Maker, Academic Integrity Council (AIC), or Senate Appeals Committee (SAC)

- 7.1.1. The minimum penalty for undergraduate or continuing education students is a grade reduction on any academic work, ranging in severity up to and including a grade of "zero" (0) on the work.
- 7.1.2. The minimum penalty for misconduct with respect to work

submitted in a course by a graduate student is a grade of “zero” (0) on the work.

- 7.1.3. The minimum penalty for misconduct with respect to non-course program requirements by a graduate student is a grade of “D- UNS.”
- 7.1.4. Where the component of academic work is worth 10% or less of the final course grade, an additional penalty (i.e. in addition to a grade of “zero” (0) on the work) may be assigned. The additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. on the course outline, on the assignment handout, etc.).
- 7.1.5. A grade of “F” or “FLD” in the course may be assigned.
- 7.1.6. Temporary or permanent removal from a co-op program option, placement, internship, or practicum in which the student is currently enrolled may be assigned.
- 7.1.7. For academic misconduct outside of a course, the minimum consequence is a DN on the academic record, but an initial decision maker may *recommend* additional penalties as outlined in Policy 60, Section 7.2.
- 7.1.8. Once classes have begun, for academic misconduct relating to the admissions process, the minimum consequence is a DN on the academic record, but an initial decision maker can revoke the student’s offer of admission, and/or recommend additional penalties as outlined in Policy 60, Section 7.2.

NOTE: The determination regarding whether academic misconduct occurred in a course or outside a course is dependent on whether there is a graded component or not.

7.2. Penalties that may be Recommended by the Initial Decision Maker, Recommended or Assigned by the AIC, Registrar’s Appeals Committee (RAC), Graduate Admissions Appeals Committee (GAAC), or Assigned by the SAC

7.2.1. Disciplinary Suspension (DS)

- 7.2.1.1. While an initial decision maker may recommend a DS, it may only be assigned by the AIC, RAC, or SAC.
- 7.2.1.2. The length of the suspension, between one (1) term and two (2) years, and when the suspension will commence, is *recommended* by the initial decision maker, or Program Director, or Chair/Director and assigned by the AIC, RAC, or SAC.
- 7.2.1.3. Graduate students cannot be assigned a DS.

7.2.2. Disciplinary Action (DA), Disciplinary Action, with Suspension (DA-S)

- 7.2.2.1. While an initial decision maker may recommend a DA, or a DA-S for a graduate student, it may only be assigned by the AIC, GAAC, or SAC.
- 7.2.2.2. For a DA-S the length of removal from a program can be up to two (2) years. When the removal will commence is recommended by the initial decision maker or Graduate Program Director and assigned by the AIC, GAAC, or SAC.
- 7.2.2.3. Undergraduate students cannot be assigned a DA or a DA-S.

7.2.3. Disciplinary Withdrawal (DW)

- 7.2.3.1. While a DW may be recommended by an initial decision maker, the AIC, RAC, or GAAC, it may only be assigned by the SAC.
- 7.2.3.2. An initial decision maker, Program Director (or designate), AIC, RAC, or GAAC may recommend that the length of the DW be longer than two (2) years; however, the SAC will make a final decision as to how long the withdrawal period will be.

7.2.4. Expulsion

- 7.2.4.1. Expulsion may be recommended by the initial decision maker or by the AIC, RAC, or GAAC.
- 7.2.4.2. Expulsion can only be assigned by the SAC.
- 7.2.4.3. An Expulsion is effective immediately upon the Senate Appeals Committee decision.

7.2.5. Revocation of a Degree, Diploma, or Certificate

- 7.2.5.1. Revocation of a Degree, Diploma, or Certificate may be recommended by the initial decision maker, the Program Director, Chair/Director, the relevant Dean (or designate), the AIC, RAC, or GAAC, but only assigned by the SAC.

8. OTHER CONSEQUENCES

A consequence of a student being found to have engaged in academic misconduct is the placing of a DN on the student's academic record. Whether

or not there is a finding of academic misconduct, a decision maker may assign educational requirements, such as educational workshops and/or online quizzes. There may be other consequences as a result of a suspicion or finding of misconduct. See Procedures 6.

9. PROGRESSIVE DISCIPLINE

- 9.1. Students found to have engaged in academic misconduct will have a Disciplinary Notation (DN) placed on their academic record. This is used to track findings of academic misconduct. Although the DN is not a penalty, a consequence of a DN is that a student cannot be on a Dean's List or be nominated for other internal awards or scholarships in the academic year that the misconduct occurred.
- 9.2. The principle of Progressive Discipline increases the penalties/consequences assigned with repeated violations. Therefore, when a student is found to have engaged in academic misconduct their academic record will be reviewed by Student Records to check whether any other DN exists. If there is a prior DN, they will notify the AIO and a penalty hearing may be convened to consider additional penalties (see Procedures 7).
- 9.3. Once a decision to convene a penalty hearing is made, the AIO will notify the student of the hearing, including the type and length of the penalty recommended.

10. REPRESENTATION, SUPPORT, AND WITNESSES AT DISCUSSIONS AND HEARINGS

10.1. At discussions:

- Students may be accompanied by an advocate ~~from the RSU or CESAR~~, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students may also be accompanied by a support person
- Students and decision makers may bring witnesses

10.2. At AIC hearings:

- Students may be accompanied by an advocate ~~from the RSU or CESAR~~, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

10.3. At RAC/GAAC hearings:

- Students may be accompanied by an advocate ~~from the RSU~~, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

10.4. At SAC hearings:

- Students may be accompanied by ~~an student~~ advocate ~~from the RSU or CESAR~~, or legal counsel (i.e. a lawyer); students are expected to be present and speak for themselves especially with respect to matters of fact
- The respondent may be represented by legal counsel (i.e. a lawyer)
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

11. APPEALS AND PENALTY HEARINGS

- 11.1. The Academic Integrity Council (AIC), the Registrar's Appeals Committee (RAC), Graduate Admissions Appeals Committee (GAAC), and Senate Appeals Committee (SAC) are responsible for appeals and penalty hearings regarding academic misconduct arising under this policy.
- 11.2. With the exception of appeals relating to the submission of falsified documents, students must appeal first to the AIC and may only appeal further to the SAC on the grounds provided in Policy 60, Section 15.1.
- 11.3. Appeals related to the submission of falsified documents in the admissions process (see Procedures 13) are made to RAC (for undergraduate) or to GAAC (for graduate students).

12. APPEALS COMMITTEES

- 12.1. A member of the Academic Integrity Office or Secretary of Senate (or designate) will be present at hearings for the purpose of providing advice on procedural issues and/or responding to questions concerning students' academic records.

12.1.1. Academic Integrity Council (AIC)

The AIO shall establish an Academic Integrity Council, comprised of faculty and student representatives from each of the Faculties. The AIC will conduct appeal and penalty hearings subsequent to an initial finding of misconduct. AIC panels shall consist of two (2) faculty members and one (1) student.

12.1.2. Registrar's Appeals Committee (RAC)

The Registrar shall establish an Appeals Committee comprised of a minimum of three (3) members of the Registrar's Office for appeals outside of a course that are deemed to be the responsibility of the Registrar's Office. The Registrar will be a permanent member of this committee and will appoint a designate and/or other members to panels as needed based on the issue.

12.1.3. Graduate Admissions Appeals Committee (GAAC)

The Vice-Provost and Dean YSGS shall establish an Appeals Committee comprised of a minimum of three (3) members of the Graduate Admissions Office for appeals outside of a course that are deemed to be the responsibility of the Graduate Admissions Office. The Vice-Provost and Dean YSGS will be a permanent member of this committee and will appoint a designate and/or other members to panels as needed based on the issue.

12.1.4. Senate Appeals Committee (SAC)

The Senate Appeals Committee is established by the Senate By-Law. It shall consider appeals of the decisions of the AIC or other hearings as specified within this policy (e.g. see Procedures 13.1). See the specific grounds for appeals from AIC, RAC, or GAAC to SAC in Policy 60, Section 15.1. SAC panels shall consist of two (2) faculty members and one (1) student.

13. APPEALS – GENERAL REGULATIONS

- 13.1. Appeals are initiated by students.
- 13.2. Students have ten (10) business days from the date of issue of the discussion decision letter to submit an appeal to the AIC/RAC/GAAC.
- 13.3. In specified circumstances (see Policy 60, Section 15.1) a further appeal may be made to the SAC. Students have ten (10) business days from the date of issue of the appeal decision letter to submit an appeal to the SAC.

- 13.4. Students have ten (10) business days from the date of issue of the letter of Revocation of Offer of Admission or Revocation of Degree, Diploma, or Certificate as a result of falsification of documents in the admissions process (see Procedures 13.1) to submit an appeal to RAC (for undergraduate) or GAAC (for graduate students).
- 13.5. If an appeal is not filed by the deadline, the decision will stand.
- 13.6. Appeal hearings are not open to the public due to privacy and confidentiality issues.
- 13.7. Appeal hearings are not to be audio or video recorded. No minutes are taken. The decision letter is the only official record of the hearing.
- 13.8. An AIC, RAC, GAAC, or SAC panel may confirm, increase, or decrease the penalty assigned by the initial decision maker, or the penalty recommended to it.
- 13.9. Students may remain in class and may enroll in courses while their case is under appeal. A student will not, however, be able to register in a course where a pre-requisite is the course that is under appeal.

14. APPEALS TO THE AIC, RAC, or GAAC

- 14.1. A student found to have engaged in academic misconduct may appeal the finding of misconduct and, in some cases, the penalty assigned.
- 14.2. A student assigned the *minimum penalty* on an assignment, test, or exam, or assigned a course grade reduction (as allowed in Policy 60, Section 7.1.4), *may appeal the finding of misconduct but not the penalty* to the AIC. The “minimum penalty” is a grade reduction on a specific piece of work, including a grade of “zero” (see Policy 60, Section 7.1).
- 14.3. The DN that is placed on the student’s record after a finding of misconduct may not be appealed, nor may an appeal panel order its removal.
- 14.4. If the assigned penalty is a grade of “F” or “FLD” in the course, or if there is a recommendation for a penalty of DS, DA, DA-S, DW, Expulsion, or Revocation, a student may appeal the penalty alone (which means they accept the finding), or may appeal the penalty in conjunction with the finding. When both penalty and finding are appealed, they will be heard together.

14.5. The possible outcomes of an appeal to the AIC, RAC, or GAAC are:

- 14.5.1. grant or deny the appeal, in whole or in part
- 14.5.2. confirm or alter (increase or decrease) an earlier penalty
- 14.5.3. uphold or overturn a recommendation for a DS, DA, DA-S, DW, Expulsion, or Revocation

14.6. If an appeal is granted (i.e. a finding of misconduct is overturned), the penalty and the DN will be removed, and any related work shall be assessed/re-assessed/re-graded as appropriate (see Policy 162: Grade Reassessment and Grade Recalculation). Consequences (see Procedures 6) may still be applicable.

15. APPEALS TO THE SAC

15.1. A student may appeal a decision made by the AIC, RAC, or GAAC to the SAC. The right to this second level of appeal is limited and the onus is on the student to make a case for why the appeal should be heard based on one or more of the following four (4) grounds:

- 15.1.1. New Evidence: there is new evidence submitted with the Senate package that was not presented at the AIC, RAC, or GAAC hearing and which has a reasonable possibility of affecting the decision. The appeal should state what the evidence is and briefly give reasons as to how and/or why it might affect the finding;
- 15.1.2. Substantial Procedural Error: when it is believed there has been a substantial error in how Policy 60: Academic Integrity was applied, which could have affected the decision reached by the AIC, RAC, or GAAC. The appeal should state what the procedural error was and give reasons regarding how and/or why it may have affected the finding and/or reasons why its correction would reasonably be expected to do so;
- 15.1.3. Evidence Not Previously Considered: evidence submitted as part of the AIC, RAC, or GAAC package or was stated verbally at the AIC, RAC, or GAAC hearing that was not considered by the panel. The appeal should identify the evidence not considered, provide the rationale for why it is believed this evidence was not considered, and give reasons why consideration of it would be reasonably likely to affect the finding and/or alter the penalty assigned;
- 15.1.4. Higher Penalty: if a higher penalty has been assigned by the AIC, RAC, or GAAC than that recommended or assigned by the initial decision maker.

- 15.2. If, in receiving the appeal, the Senate Office believes that the grounds have not been met (as per Policy 60, Section 15.1) to warrant an appeal submission, a Senate Appeals Review Panel (SARP) will be convened. The SARP, comprised of two faculty members and a student from SAC, plus the Secretary of Senate (or designate), and the Director of AIO (or designate), both acting as resource persons, will determine whether the student has satisfied the onus stipulated in Policy 60, Section 15.1. The decision of the SARP is final. The Secretary of Senate will inform the student whether an appeal to SAC will proceed or not.
- 15.3. The possible outcomes of an appeal to the SAC are:
 - 15.3.1. grant or deny the appeal, in whole or in part
 - 15.3.2. confirm or alter (increase or decrease) an earlier penalty
 - 15.3.3. uphold or overturn a recommendation for a DW, Expulsion, or Revocation
- 15.4. If an appeal is granted (i.e. a finding of misconduct is overturned), the penalty, and the DN will be removed, and the work shall be assessed/re- assessed/re-graded as appropriate (see Policy 162: Grade Reassessment and Grade Recalculation). Consequences (see Procedures 6) may still be applicable.
- 15.5. All decisions of the SAC are final and may not be appealed.

16. PENALTY HEARINGS

- 16.1. Penalty hearings are generated either by:
 - 16.1.1. a decision maker or decision-making panel, recommending a more severe penalty than they are authorized to assign (e.g. a recommended penalty of suspension by an initial decision maker
- see Policy 60, Section 7 for penalties that decision makers are authorized to assign); or
 - 16.1.2. Progressive Discipline regarding repeated misconduct (see Policy 60, Section 9).
- 16.2. Students must be notified of the penalty hearing and the penalty recommended.
- 16.3. Penalty hearings are not open to the public due to privacy

and confidentiality issues.

- 16.4. Penalty hearings are not to be audio or video recorded. No minutes are taken. The decision letter is the only official record of the hearing.
- 16.5. Students may remain in class and may enroll in courses while the outcome of a penalty hearing is pending.

17. CONFLICT OF INTEREST AND PERCEPTION OF BIAS

Appeal and penalty hearings must be, and be perceived to be, fair. Therefore:

- 17.1. No member of a hearing panel shall have had any prior involvement with the case under appeal.
- 17.2. No member of a panel shall have had any prior participation (as eligible investigator, decision maker, or other decision-making panel) in any other academic misconduct matter where this student was suspected of academic misconduct.
- 17.3. No panel members shall be selected from the student's home department.

18. VERIFICATION

The University or any eligible investigator may verify documents submitted under this policy and its Procedures at any stage of the proceedings.

19. PROTECTION OF PRIVACY

Any evidence involving personal information relating to individuals other than the student who is the subject of the investigation or proceeding, must be accompanied by the consent of those individuals authorizing the University to collect, verify, or share that information.

20. ALLEGATIONS OF PREJUDICE, DISCRIMINATION, OR HARASSMENT

- 20.1. If there are concerns or allegations of prejudice, discrimination, or harassment related to a suspicion that a student has engaged in academic misconduct, the student must consult with Human Rights Services (HRS).

- 20.2. A student may share a concern or allegation of prejudice before, during, or after a discussion (FD/NFD). Normally, such concerns or allegations of prejudice, discrimination, or harassment will be dealt with before a discussion occurs and no decision regarding misconduct will be made until the processes under HRS are completed. A student may also make a claim of prejudice, discrimination, or harassment during the appeal process.
- 20.3. In cases where a finding of discrimination is made, the initial decision maker will be an appointed DDM and not the person against whom the student has registered a concern or allegation regarding prejudice, discrimination, or harassment. In cases where there is no finding of discrimination, the person against whom the concern or allegation of prejudice, discrimination, or harassment was made, can request a DDM be appointed (as per Policy 60, Section 6.15).

21. NOTIFICATIONS

All communications relating to suspicions of academic misconduct will be sent to the student via their Ryerson email account, which is the University's official means of communication with students.

22. STATISTICS

The Academic Integrity Office will maintain statistics on Academic Misconduct, reporting these, in a non-identifying manner, annually to Senate.

RELATED PROCEDURES:

Procedures: Academic Integrity

RELATED POLICIES:

Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity

Policy 159: Academic Accommodation of Students with Disabilities

Policy 162: Grade Reassessment and Grade Recalculation

APPENDIX A - ACADEMIC MISCONDUCT (See Policy 60, Section 3.1)

1. **Plagiarism** includes but is not limited to:
 - 1.1. claiming, submitting, or presenting the words, ideas, artistry, drawings, images, or data of another person, including information found on the Internet and unpublished materials, as if they are one's own, without appropriate referencing
 - 1.2. claiming, submitting, or presenting someone else's work, ideas, opinions, or theories as if they are one's own, without proper referencing
 - 1.3. claiming, submitting, or presenting another person's substantial compositional contributions, assistance, edits, or changes to an assignment as one's own
 - 1.4. claiming, submitting, or presenting collaborative work as if it were created solely by oneself or one's group
 - 1.5. minimally paraphrasing someone else's work by changing only a few words, and/or not citing the original source
2. **Self-plagiarism** refers to the practice of submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.
3. **Cheating** includes but is not limited to:
 - 3.1. having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation
 - 3.2. copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated
 - 3.3. copying another person's answers, with or without their permission, to individually assigned projects
 - 3.4. consulting with another person or with unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom)
 - 3.5. improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless expressly permitted by the instructor
 - 3.6. resubmitting altered test or examination work after it has already been evaluated
 - 3.7. presenting falsified or fabricated material, including research results
 - 3.8. improperly obtaining, through deceit, theft, bribery, collusion, or otherwise, access to examination paper(s) or set of questions, or other confidential information
 - 3.9. collaborating on work to be evaluated where such collaboration has been expressly forbidden by the instructor

4. **Contract Cheating** occurs when a third party completes work, with or without payment, for a student, who then submits the work as their own, where such input is not permitted.
5. **Misrepresentation of Personal Identity or Performance** includes but is not limited to:
 - 5.1. submitting stolen or purchased assignments, research or creative work
 - 5.2. impersonating someone or having someone impersonate you in person, in writing, or electronically (both the impersonator and the individual impersonated, if aware of the impersonation, may be subject to a penalty)
 - 5.3. falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts, or documents)
 - 5.4. withholding or altering academic information, portfolios, essays, transcripts, or documents, including during the admissions process
6. **Submission of False Information** includes but is not limited to:
 - 6.1. submitting altered, forged, or falsified medical or other certificates, or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the academic misconduct process
 - 6.2. submitting false academic credentials to the University
 - 6.3. altering, in any way, official documents issued by the University
 - 6.4. submitting falsified letters of reference
7. **Contributing to Academic Misconduct** includes but is not limited to:
 - 7.1. offering, giving, sharing, or selling essays, questions, and/or answers to tests or exams, quizzes, or other assignments unless authorized to do so
 - 7.2. allowing work to be copied during an examination, test, or for any other assignment
8. **Damaging, Tampering, or Interfering with the Scholarly Environment** includes but is not limited to:
 - 8.1. obstructing and/or disturbing the academic activities of others
 - 8.2. altering the academic work of others in order to gain academic advantage
 - 8.3. tampering with experiments or laboratory assignments
 - 8.4. altering or destroying artistic or creative works such as drawings or films
 - 8.5. removing, altering, misusing or destroying University property to obstruct the work of others
 - 8.6. unauthorized access to, stealing, or tampering with any course-related material
 - 8.7. unauthorized access to, or tampering with, library materials, including hiding them in a place where they will not readily be found by other

members of the Ryerson community

9. Applicability of Research-Related Activities

For purposes of this policy, “supervised research” is treated as a separate category to accord with the *Tri-Agency Framework: Responsible Conduct of Research*, and includes academic milestones such as Comprehensive Examinations, Major Research Papers, Research or Thesis Proposals, Theses and Dissertations, as well as the research and associated writing carried out towards any of these at either the undergraduate or graduate level. (See Procedures 1.5 regarding the process to be followed in addressing suspicions of misconduct in these areas.) Suspicions of research misconduct that may have occurred under the auspices of Ryerson University, but are in no way directed towards academic advantage or benefit, are to be addressed under Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity rather than Policy 60: Academic Integrity.

10. Unauthorized Use of Intellectual Property

Use of the intellectual property of others for distribution, sale or profit without the authorization of the owner of that material. This includes slides and presentation materials used in a class wherever the owner of those materials has not authorized further use.

11. Misconduct of Re-graded/Re-submitted Work

All of the provisions of this policy will apply to work that is re-assessed (See Policy 162: Grade Reassessment and Grade Recalculation).

12. Violations of Specific Departmental or Course Requirements

Instructors may, in order to encourage Academic Integrity, include additional specific requirements as long as these are consistent with this policy. Any additional requirements must be published in the course outline (see also Policy 60, Section 7.1.4).

APPENDIX B - GLOSSARY OF ABBREVIATED TERMS

AIC	Academic Integrity Council
AIO	Academic Integrity Office
ARUCC	Association of Registrars of Universities and Colleges of Canada
CE	The G. Raymond Chang School of Continuing Education
CESAR	Continuing Education Students' Association of Ryerson
DA	Disciplinary Action
DA-S	Disciplinary Action, with Suspension
DDM	Designated Decision Maker
DDMC	Designated Decision Makers' Council
DEF	Deferred (grade)
HRS	Human Rights Services
DN	Disciplinary Notation
DS	Disciplinary Suspension
DW	Disciplinary Withdrawal
FD	Facilitated Discussion
FLD	Failed in a pass/fail course
GA	Graduate Assistant
GAAC	Graduate Admissions Appeals Committee
GPD	Graduate Program Director
INC	Incomplete (grade)
NFD	Non-Facilitated Discussion
OVPRI	Office of the Vice President Research and Innovation
PD	Program Director
RSU	Ryerson Students' Union
SAC	Senate Appeals Committee
SARP	Senate Appeals Review Panel
TA	Teaching Assistant
D-UNS	Disciplinary-Unsatisfactory
RAC	Registrar's Appeals Committee
VPRI	Vice President Research and Innovation
YSGS	Yeates School of Graduate Studies